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CITY OF EVERETT.

ANNUAL REPORT
Board of Education

OF THE

SCHOOL BOARD

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UNIVERSITY OF ILLINOIS
FOR THE YEAR ENDING DECEMBER 31, 1905.



A. W. BROWNELL, PRINTER,
150 SCHOOL STREET, EVERETT, MASS.
1906.

ANNUAL REPORT
OF THE
SCHOOL BOARD.

Members at Large.

| | |
|--|----------------------------|
| Alexander Knox | Term expires January, 1908 |
| 4 Perry Place. | |
| Belle D. Curtis, M.D. | Term expires January, 1906 |
| 609 Broadway. Telephone, Everett 253-2. | |
| Wilmot R. Evans, Jr. | Term expires January, 1907 |
| "The Alonzo," Hancock Street. Telephone, Boston Main 3771. | |
| Albert W. Lewis, Ward 1 | Term expires January, 1908 |
| 135 Bow Street. Telephone, Everett 104-6. | |
| Arthur W. Bennett, Ward 2 | Term expires January, 1907 |
| 2 Lawrence Street. Telephone, Everett 113-4. | |
| John A. Bruce, M.D., Ward 3 | Term expires January, 1908 |
| 699 Broadway. Telephone, Everett 87-4. | |
| Charles Manser, Ward 4 | Term expires January, 1907 |
| 11 Swan Street. | |
| George E. Hunt, Ward 5 | Term expires January, 1906 |
| 25 Pleasant Street. Telephone, Richmond 1209; Everett 177-4. | |
| Elmer E. Rideout, Ward 6 | Term expires January, 1906 |
| 20 Hampshire Street. Telephone, Haymarket 1785; Everett 156-8. | |

Organization.

| | |
|---|-------------------------|
| Albert W. Lewis, Chairman. | U. G. Wheeler, Clerk. |
| U. G. Wheeler, Superintendent of Schools. | Telephone, Everett 175. |

Sub-Committees, 1905.

| |
|---|
| Accounts and Estimates — Bennett, Rideout, Evans. |
| Schoolhouses — Lewis, Knox, Manser. |
| Rules and Regulations — Knox, Curtis, Bennett. |

CITY OF EVERETT.

Supplies — Evans, Bennett, Rideout.
 Fuel — Hunt, Bruce, Curtis.
 Teachers — Curtis, Evans, Bruce.
 Music, Drawing and Physical Culture — Manser, Lewis, Bennett.
 Text Books and Curriculum — Rideout, Knox, Hunt.
 Manual Training — Bruce, Manser, Knox.
 Truancy and Attendance — Manser, Hunt, Lewis.
 Evening School — Hunt, Rideout, Bennett.
 High — Evans, Bruce, Rideout.
 Adams — Knox, Bruce, Rideout.
 Centre — Rideout, Lewis, Knox.
 Devens — Bennett, Lewis, Evans.
 Franklin — Lewis, Knox, Curtis.
 Glendale — Curtis, Bennett, Bruce.
 Hancock — Curtis, Evans, Manser.
 Hale — Manser, Evans, Bruce.
 Lafayette — Bruce, Manser, Bennett.
 Lincoln — Knox, Hunt, Manser.
 Horace Mann — Evans, Curtis, Lewis.
 Mt. Washington — Bennett, Rideout, Hunt.
 Nichols — Rideout, Bennett, Hunt.
 Warren — Lewis, Knox, Curtis.
 Webster — Bruce, Curtis, Evans.
 Winslow — Hunt, Manser, Knox.
 Winthrop — Manser, Hunt, Lewis.

FINANCIAL REPORT.

RESOURCES.

| | | | | |
|-------------------------------------|----|----|----|--------------|
| Original Appropriation | .. | .. | .. | \$156,000 00 |
| Receipts, sales, books and supplies | .. | .. | .. | 177 57 |
| Evening school deposits | .. | .. | .. | 73 00 |
| State Board of Charity | .. | .. | .. | 234 50 |
| Tuition | .. | .. | .. | 50 00 |
| | | | | ----- |
| | | | | \$156,535 07 |

EXPENDITURES.

| | | | |
|---------------------------------------|----|----|--------------|
| Salaries, superintendent and teachers | .. | .. | \$111,687 05 |
| Salaries, janitor and truant officer | .. | .. | 12,983 64 |
| Support of evening school | .. | .. | 1,824 67 |
| General Maintenance: | | | |
| Incidentals | .. | .. | 847 22 |
| Furniture | .. | .. | 439 90 |
| Water, lighting and power | .. | .. | 1,475 32 |
| | | | ----- |
| <i>Amount carried forward</i> | | | \$129,257 80 |

REPORT OF SCHOOL BOARD.

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| | | |
|-------------------------------|---|--------------|
| <i>Amount brought forward</i> | | \$129,257 80 |
| Expressing | . | 187 39 |
| Printing | . | 218 25 |
| Fuel | . | 9,545 68 |
| Repairs | . | 5,899 86 |
| Text-books | . | 5,461 31 |
| Supplies | . | 5,958 74 |
| | | _____ |
| | | 156,529 03 |
| Balance | . | 6 04 |
| | | _____ |
| | | \$156,535 07 |

SCHOOL PROPERTY.

REAL ESTATE.

| School. | Building. | Land. | Total. |
|-----------------------|--------------|-------------------|--------------|
| High | \$64,000 00 | \$4,400 00 | \$68,400 00 |
| High | Unfinished | 12,700 00 | 12,700 00 |
| Adams | 15,000 00 | 1,970 00 | 16,970 00 |
| Centre | 25,000 00 | 7,000 00 | 32,000 00 |
| Devens | 15,000 00 | 7,500 00 | 22,500 00 |
| Franklin | 21,500 00 | 1,800 00 | 23,300 00 |
| Glendale | 15,000 00 | 6,000 00 | 21,000 00 |
| Hancock | 13,500 00 | 2,000 00 | 15,500 00 |
| E. E. Hale | 82,000 00 | 9,000 00 | 91,000 00 |
| Horace Mann | 65,000 00 | 10,930 00 | 75,930 00 |
| Lincoln | 31,000 00 | 4,640 00 | 35,640 00 |
| Lafayette | 42,000 00 | 6,000 00 | 48,000 00 |
| Mt. Washington | 12,000 00 | 4,800 00 | 16,800 00 |
| Nichols | 20,000 00 | 4,560 00 | 24,560 00 |
| Warren | 22,000 00 | 2,400 00 | 24,400 00 |
| Webster | 27,500 00 | Included in parks | 27,500 00 |
| Winslow | 11,000 00 | 5,400 00 | 16,400 00 |
| Winthrop | 13,000 00 | 5,000 00 | 18,000 00 |
| | _____ | _____ | _____ |
| Washington Park Dist. | | 5,640 00 | 5,640 00 |
| | _____ | _____ | _____ |
| | \$494,500 00 | \$101,740 00 | \$596,240 00 |

PERSONAL PROPERTY.

| | | |
|-----------|-------|-------------|
| Furniture | . | \$27,500 00 |
| Books | . | 12,750 00 |
| Apparatus | . | 5,500 00 |
| Material | . | 3,250 00 |
| | _____ | _____ |
| | | \$49,000 00 |

CITY OF EVERETT.

ESTIMATED AMOUNTS REQUIRED FOR 1906.

| | | |
|---|-----------|--------------|
| Salaries, superintendent and teachers | | \$116,592 00 |
| Salary, truant officer and census taker | | 650 00 |
| Salaries, janitors | | 13,595 00 |
| Incidentals | | 1,200 00 |
| Furniture | | 600 00 |
| Water and lighting | | 1,600 00 |
| Expressing | | 250 00 |
| Printing | | 250 00 |
| Support of Evening School | | 2,100 00 |
| Fuel | | 10,500 00 |
| Repairs | | 7,000 00 |
| Text-books | | 6,250 00 |
| Supplies | | 5,700 00 |
| Manual training | | 1,700 00 |
| Extra expenses on account of enlarged High School | | 1,000 00 |
| | | <hr/> |
| | | \$168,987 00 |

REPORT OF THE SCHOOL BOARD.

To His Honor the Mayor and City Council of Everett:

The School Committee herewith presents its annual report:

For details of school work, and for a discussion of educational problems, we would refer you to the accompanying report of the Superintendent, the High School Principal and the Supervisors. By a careful perusal of these reports it is possible to obtain a clear idea of what is being attempted, and the ideals and aims toward which we are working. We are glad to bear record of the fact that the Superintendent has had the approval and unanimous support of the Committee in all his work, and we feel justified in believing that he has successfully directed the educational policies of our schools, and the city is to be congratulated upon having such an efficient Superintendent.

The High School is a source of pride to all our citizens, and we heartily commend Mr. Rockwood and his faithful and efficient corps of teachers. Comparatively few of our pupils will continue their education beyond the High School, and if it was the sole purpose of the High School to fit students for college, it would be difficult to justify the expense of this school. It is true, however, that a very large per cent. of our pupils will be able to enter the High School, and it is chiefly for the benefit of these that the school exists. The welfare of those who are thus fitting themselves for citizenship, who will soon be active in the public affairs of the city, make it imperative that we do everything possible to keep this school at the highest point of efficiency.

The various departments under the direction of special supervisors are doing satisfactory work. The supervisors

have successfully and zealously labored to produce tangible results, and the interest and enthusiasm of the pupils have been uniformly gratifying.

We also feel that we have throughout the city an earnest and efficient corps of teachers, worthy of our confidence and consideration. The selection and retention of good teachers is the most important obligation resting upon those in charge of schools. Efficiency alone should decide this question.

SCHOOL ACCOMMODATIONS.

By enlarging the Franklin School, four new rooms have become available. When the addition was begun, it was not expected that all of the rooms would be needed this year, but upon opening the schools in September so many beginners entered in this district that it became necessary to equip and use all the new rooms. True, they are not crowded and the buildings in this district will probably be sufficient to accommodate all the pupils for several years.

The addition to the High School, when completed, will be ample for this school for a number of years, and perhaps for an indefinite time, for, while the High School will naturally increase each year, the growth will not continue at the same rapid rate as in the past years. In the meantime, it will be possible to relieve some of the grammar schools by using a portion of the High School building for the grades.

In the Mt. Washington district we are still crowded, and it is necessary to continue the first grade on half time. Only the first six grades remain in this building, and it hardly seems practicable to further relieve the congestion here by transfers. Soon new accommodations will be needed in this part of the city.

The Winthrop School is also crowded, and must soon be relieved by the transfer of a whole grade, or by placing some of the grades on half time. As these are all small children, it is difficult to relieve the situation by transfers.

In nearly all of the buildings most of the rooms are well filled, and some are too crowded to permit of the best work, thus showing that the school population is increasing, and

bids fair to increase as rapidly as the city can possibly provide accommodations.

FINANCES.

We realize that the aggregate cost of the schools is considerable, and that a larger appropriation is needed each year. This very fact, although in itself a serious burden, indicates a prosperous growth in the city. How long this rate of increase will be maintained is a question hard to answer, but the last census certainly disclosed the fact, contrary to the expectations of many, that no diminution is immediately in sight.

To meet the increasing demands of the School Department within the appropriation granted is a matter that has had the careful and earnest attention of each member of the Committee. Some conclude, because of the comparatively large appropriations required, that we are spending more than is necessary. Such is not the case. Every expenditure is carefully scrutinized, with two thoughts always in mind: First, Is it necessary? Second, Can we afford it? Many desirable, and some very necessary, expenditures are frequently withheld in the interest of economy.

The reasons for increased expenditures ought to be apparent to all. For instance, the enlargement of the Franklin School adds materially to the cost of books and supplies, calls for more fuel, an increase in janitor service, and requires five additional teachers. This increased cost has obtained only for four-tenths of the present year, but allowances must be made for the entire coming year. In the High School a new teacher has been employed since September. This cost must be continued through the next year, and two or more additional teachers employed. The addition to this school, when completed, will also entail extra expense in fuel, janitor service, water, light and incidentals.

While there will be no extra rooms in other buildings to open, yet the crowded condition of many will require an additional number of assistants.

The Evening School is increasing in size and popularity,

and calls for a larger expenditure each year. The courses have been strengthened and enlarged with the idea of making the work of this school profitable and worth while to those who are ambitious to improve their condition, but whose circumstances are such as to make it impossible for them to continue longer in the day school, and also to that increasing number who are obliged by law to attend such a school.

It would seem that enough facts have been cited to explain and justify the increased appropriations asked for to cover the expenses of the coming year.

We never intend to ask for more than is necessary, and we pledge our best efforts to administer the affairs of this department in the most economical manner possible consistent with the high efficiency necessary to secure value received for all expenditures.

It is a source of gratification to the Committee that we were able to close the year with a small balance in our favor. This has been possible only by exercising strict economy in the matter of repairs and incidental expenses. In many cases matters have been neglected which certainly should have received attention.

According to the figures of the assessors the valuation of the school buildings of the city amounts to half a million dollars, and we submit that the percentage of the entire valuation devoted to repairs is considerably less than is generally required to properly care for private property of equal value.

We realize the great importance of the trust placed in our hands, and it is our earnest desire to prove worthy of that trust and to carry on the work successfully, mindful always of our duty to the schools and to the citizens whose servants we are.

Respectfully submitted,
GEORGE E. HUNT,
BELLE D. CURTIS, M.D.,
ARTHUR W. BENNETT,
Committee on Annual Report.

TABLE I.—TOTAL EXPENDITURES.

| Financial year ending Feb. 28; Dec. 31 after 1880. | Salaries of Teachers. | Fuel. | Furniture. | Text-books and Supplies. | Repairs and Additions. | Incidentals. | Total Expenditures. |
|--|-----------------------|------------|------------|--------------------------|------------------------|--------------|---------------------|
| 1870-71..... | \$300 00 | \$293 40 | \$536 67 | \$837 72 | \$220 15 | \$8,443 92 | |
| 1871-72..... | 250 00 | 297 70 | 931 80 | 274 14 | 248 56 | 9,331 54 | |
| 1872-73..... | 300 00 | 326 00 | 935 60 | 392 37 | 640 74 | 11,443 22 | |
| 1873-74..... | * | 427 32 | 682 37 | 273 90 | 193 45 | 10,978 14 | |
| 1874-75..... | * | 445 55 | 627 00 | 350 56 | 1,312 55 | 619 57 | 13,594 10 |
| 1875-76..... | * | 557 79 | 556 63 | 627 00 | 12,086 74 | 854 20 | 14,752 17 |
| 1876-77..... | * | 651 33 | 616 00 | 18 00 | 333 40 | 223 87 | 11,154 70 |
| 1877-78..... | * | 630 00 | 468 93 | 62 65 | 302 69 | 439 56 | 10,558 15 |
| 1878-79..... | * | 630 00 | 412 10 | 97 47 | 191 81 | 415 45 | 460 32 |
| 1879-80..... | * | 634 67 | 466 44 | 59 70 | 314 64 | 423 51 | 413 80 |
| 1880-81..... | * | 639 97 | 495 48 | 52 62 | 362 58 | 302 31 | 10,535 31 |
| 1881 **..... | * | 663 66 | 583 29 | 192 48 | 278 99 | 262 31 | 10,814 51 |
| 1882..... | * | 593 95 | 723 93 | 178 30 | 181 70 | 259 19 | 528 64 |
| 1883..... | * | 831 54 | 906 06 | 407 33 | 458 87 | 569 36 | 278 22 |
| 1884..... | * | 10,750 75 | 913 80 | 883 25 | 105 40 | 325 91 | 561 30 |
| 1885..... | * | 11,681 75 | 1,000 04 | 788 65 | 600 10 | 1,811 30 | 959 68 |
| 1886..... | * | 12,665 00 | 1,168 00 | 879 00 | 1,117 00 | 1,494 29 | 700 00 |
| 1887..... | * | 13,416 88 | 2,239 58 | 908 05 | 788 75 | 1,350 73 | 740 96 |
| 1888..... | * | 14,527 50 | 1,183 52 | 677 82 | 1,494 64 | 727 66 | 884 48 |
| 1889..... | * | 15,300 00 | 1,591 66 | 1,714 00 | 416 24 | 1,732 69 | 1,106 75 |
| 1890..... | * | 16,790 63 | 1,724 99 | 1,737 50 | 931 99 | 1,997 43 | 1,252 65 |
| 1891..... | * | 19,081 13 | 2,129 59 | 1,557 90 | 581 64 | 2,150 28 | 1,850 81 |
| 1892..... | * | 22,549 75 | 1,783 55 | 760 70 | 2,656 28 | 1,844 83 | 1,142 47 |
| 1893..... | * | 28,198 00 | 2,938 38 | 2,172 97 | 5,093 17 | 15,374 68 | 865 15 |
| 1894..... | * | 34,184 84 | 3,170 75 | 3,727 24 | ***3,328 34 | 3,986 12 | 1,620 28 |
| 1895..... | * | 42,254 92 | 3,969 89 | 3,400 35 | ††1,784 30 | 5,325 37 | 26,055 47 |
| 1896..... | * | 47,848 43 | 5,410 99 | 3,154 46 | 785 00 | 5,333 35 | 1,385 24 |
| 1897..... | * | 52,374 93 | 6,273 49 | 2,989 27 | 889 86 | 6,444 15 | 28,736 59 |
| 1898..... | * | 58,750 25 | 6,717 00 | 4,862 68 | 2,364 89 | 7,229 73 | 1,917 24 |
| 1899..... | * | 65,330 27 | 7,349 06 | 4,250 73 | 445 66 | 4,984 27 | 2,411 44 |
| 1900..... | * | 71,313 25 | 8,543 45 | 5,330 25 | 364 48 | 6,475 42 | 4,451 88 |
| 1901..... | * | 77,295 61 | 9,156 25 | 5,273 54 | 715 31 | 7,863 44 | 2,802 10 |
| 1902..... | * | 82,249 25 | 9,737 39 | 825 92 | 8,944 40 | 6,057 38 | 102,771 94 |
| 1903..... | * | 88,094 67 | 10,622 66 | 2,957 19 | 853 06 | 12,194 47 | 1,419 77 |
| 1904..... | * | 93,305 25 | 10,829 41 | 113,357 44 | 545 60 | 10,721 06 | 3,170 41 |
| 1905..... | * | 101,560 29 | 11,349 12 | 8,981 58 | 302 06 | 11,444 50 | 7,255 08 |
| | | 109,187 05 | 12,613 67 | 9,545 68 | 439 90 | 11,420 05 | 4,530 37 |
| | | | | | 5,899 86 | 5,899 86 | 4,922 82 |

* Paid from Salary Fund.

† Including \$1 249.06 for finishing upper story of Locust Street Schoolhouse.

** For ten months, financial year ending Dec. 31. † Including \$859.48 for new boiler at Centre.

† Including \$1,771.40 for new sanitary at Devens, \$524.49 for finishing new room at Centre, and \$378.87 for new room at Winslow.

† Including \$3,000 for furnishing High School. † Including \$1,500 for furnishing the Hancock and Winthrop Schools.

§ Including \$5,485.14 for fuel of 1902.

§ Including \$1,500 paid on 1896 bills.

TABLE II.—EXPENDITURE PER PUPIL.—DAY SCHOOLS.
Based on Membership.

| Financial Year Ending Feb. 28; Dec. 31, after 1880. | Average number Pupils. | For Teachers. | For Janitors. | For Fuel. | For Text-books and Supplies. | For Furniture. | For Repairs. | For Incidentally. | Total Cost per Pupil, Average Membership. |
|---|---------------------------|---------------|---------------|-----------|---------------------------------|----------------|--------------|-------------------|--|
| 1870-71 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1871-72 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1872-73 | 432 | \$19 00 | \$0 98 | \$0 82 | \$0 90 | \$2 16 | \$1 48 | \$0 41 | \$27 18 |
| 1873-74 | 481 | 17 96 | 92 | 73 | 56 | 1 41 | 40 | 81 | 22 82 |
| 1874-75 | 501 | 19 10 | 1 11 | 1 11 | 69 | 1 25 | 2 61 | 1 23 | 27 13 |
| 1875-76 | 518 | 19 67 | 1 25 | 1 18 | 64 | 03 | 3 99 | 1 64 | 28 47 |
| 1876-77 | 556 | 16 21 | 1 11 | 84 | 54 | 11 | 79 | 40 | 20 06 |
| 1877-78 | 573 | 14 59 | 1 09 | 71 | 33 | 17 | 72 | 80 | 18 46 |
| 1878-79 | 611 | 13 46 | 1 03 | 76 | 51 | 09 | 69 | 67 | 17 33 |
| 1879-80 | 648 | 12 74 | 98 | 76 | 55 | 08 | 46 | 46 | 16 28 |
| 1880-81 | 687 | 12 30 | 96 | 84 | 40 | 28 | 38 | 55 | 15 74 |
| 1881* | 715 | 10 38 | 83 | 1 01 | 25 | 24 | 36 | 73 | 13 83 |
| 1882 | 743 | 13 44 | 1 11 | 1 21 | 61 | 55 | 76 | 37 | 18 09 |
| 1883 | 825 | 13 03 | 1 10 | 1 07 | 39 | 12 | 68 | 34 | 16 75 |
| 1884 | 882 | 13 34 | 1 19 | 89 | 2 04 | 68 | 1 08 | 52 | 20 41 |
| 1885 | 987 | 12 83 | 1 18 | 89 | 1 51 | 1 13 | 70 | 68 | 19 40 |
| 1886 | 1 083 | 12 39 | 1 14 | 84 | 1 25 | 73 | 68 | 45 | 17 66 |
| 1887 | 1,141 | 12 73 | 1 24 | 1 03 | 1 31 | 59 | 63 | 77 | 18 32 |
| 1888 | 1,305 | 11 72 | 1 22 | 1 31 | 1 33 | 32 | 85 | 66 | 17 34 |
| 1889 | 1,484 | 11 31 | 1 16 | 1 17 | 1 34 | 62 | 84 | 1 09 | 17 33 |
| 1890 | 1,873 | 10 19 | 1 14 | 83 | 1 15 | 31 | 99 | 74 | 15 14 |
| 1891 | 2,160 | 10 43 | 1 06 | 82 | 1 23 | 30 | 85 | 66 | 15 94 |
| 1892 | 2,337 | 12 06 | 1 13 | 1 25 | 2 18 | 92 | 2 29 | 60 | 20 97 |
| 1893 | 2,598 | 13 16 | 1 22 | 1 44 | 1 53 | 1 28 | 1 37 | 74 | 21 18 |
| 1894 | 2,906 | 14 54 | 1 36 | 1 17 | 1 83 | 61 | 82 | 85 | 21 62 |
| 1895 | 3,291 | 14 54 | 1 64 | 96 | 1 62 | 23 | 95 | 98 | 21 33 |
| 1896 | 3,600 | 14 54 | 1 74 | 83 | 1 79 | 24 | 98 | 74 | 21 83 |
| 1897 | 3,791 | 15 49 | 1 76 | 1 28 | 1 91 | 61 | 1 03 | 99 | 23 42 |
| 1898 | 4,171 | 15 66 | 1 76 | 1 02 | 1 17 | 11 | 1 20 | 92 | 22 42 |
| 1898-99 | 4,311 | 16 54 | 1 98 | 1 24 | 1 50 | 08 | 1 03 | 65 | 23 60 |
| 1899-00 | 4,602 | 16 79 | 1 98 | 1 14 | 1 70 | 15 | 1 03 | 72 | 24 09 |
| 1900-01 | 4,943 | 16 61 | 1 97 | 1 20 | 1 80 | 16 | 1 22 | 70 | 24 05 |
| 1902 | 5,273 | 16 70 | 1 97 | 56 | 2 09 | 16 | 87 | 76 | 23 77 |
| 1903 | 5,562 | 16 77 | 1 94 | 2 40 | 1 92 | 09 | 91 | 57 | 25 40 |
| 1904 | 5,757 | 17 98 | 2 00 | 1 56 | 1 98 | 05 | 1 26 | 78 | 25 76 |
| 1905 | 5,971 | 18 28 | 2 11 | 1 59 | 1 91 | 07 | 98 | 82 | 26 21 |

* Ten months.

STATISTICS.

BUILDINGS.

| | | | | | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Containing fourteen rooms | . | . | . | . | . | . | . | . | . | . | . | . | I |
| Containing twelve rooms | . | . | . | . | . | . | . | . | . | . | . | . | I |
| Containing ten rooms | . | . | . | . | . | . | . | . | . | . | . | . | I |
| Containing nine rooms | . | . | . | . | . | . | . | . | . | . | . | . | 2 |
| Containing eight rooms | . | . | . | . | . | . | . | . | . | . | . | . | 8 |
| Containing four rooms | . | . | . | . | . | . | . | . | . | . | . | . | 3 |
| High School | . | . | . | . | . | . | . | . | . | . | . | . | I |
| | | | | | | | | | | | | | — |
| | | | | | | | | | | | | | 17 |

SCHOOLS.

| | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|-----|
| High School rooms | . | . | . | . | . | . | . | . | . | . | . | . | 20 |
| Grammar School rooms, grades 4 to 9 | . | . | . | . | . | . | . | . | . | . | . | . | 83 |
| Primary School rooms, grades 1 to 3 | . | . | . | . | . | . | . | . | . | . | . | . | 48 |
| Evening School rooms, (also used by Centre Grammar and High) | . | . | . | . | . | . | . | . | . | . | . | . | 5 |
| | | | | | | | | | | | | | — |
| | | | | | | | | | | | | | 156 |

TEACHERS.

| | Men. | Women. | Total. |
|------------------------|------|--------|--------|
| In High School | . | . | 18 |
| In Grammar and Primary | . | . | 143 |
| Assistants | . | . | 9 |
| In Evening School | . | . | 9 |
| Music | . | . | 1 |
| Drawing | . | . | 1 |
| Sewing | . | . | 2 |
| Manual Training | . | . | 1 |
| | — | — | — |
| | 16 | 168 | 184 |

PUPILS.

| | 1903-4 | 1904-5 |
|--|--------|--------|
| Number enumerated September 1 between ages of five and fifteen | 5,301 | 5,671 |
| Whole number enrolled during the year | 6,436 | 6,799 |
| Number over 15 | 527 | 632 |
| Number between five and fifteen | 5,859 | 6,119 |
| Number between seven and fourteen (age taken September 1) | 3,723 | 4,034 |

ATTENDANCE BY SCHOOLS.

| SCHOOL. | Whole No. Enrolled. | Average Membership. | Average Attendance. | Per Cent. Attendance. | Days of Absence. | Cases of Tardiness. | Visitors. |
|----------------------|------------------------|------------------------|------------------------|--------------------------|---------------------|------------------------|-----------|
| Adams | 209 | 160.42 | 155.30 | 96.80 | 2,016 | 325 | 91 |
| Centre | 416 | 384.65 | 364.00 | 94.60 | 9,377 | 944 | 111 |
| Devens | 527 | 472.53 | 452.38 | 95.73 | 8,087 | 359 | 645 |
| Franklin | 247 | 211.52 | 200.32 | 94.70 | 3,292 | 211 | 67 |
| Glendale | 394 | 351.14 | 335.90 | 95.77 | 5,862 | 393 | 264 |
| Hale | 529 | 471.79 | 452.63 | 95.96 | 7,287 | 465 | 617 |
| Hancock | 194 | 166.44 | 157.97 | 94.31 | 3,125 | 267 | 182 |
| High | 499 | 433.01 | 413.96 | 95.51 | 7,506 | 396 | 50 |
| Lafayette | 3,8 | 364.06 | 336.22 | 94.82 | 6,788 | 308 | 304 |
| Lincoln | 356 | 320.87 | 310.62 | 96.85 | 4,207 | 173 | 195 |
| Horace Mann | 697 | 586.00 | 557.53 | 95.14 | 10,847 | 472 | 534 |
| Mt. Washington | 423 | 359.23 | 340.04 | 94.71 | 7,225 | 496 | 312 |
| Nichols | 355 | 338.16 | 319.31 | 94.42 | 5,476 | 450 | 176 |
| Warren | 408 | 363.46 | 342.05 | 94.23 | 16,741 | 428 | 133 |
| Webster | 440 | 403.79 | 378.91 | 93.84 | 7,625 | 416 | 266 |
| Winslow | 405 | 345.97 | 328.50 | 94.94 | 6,877 | 465 | 226 |
| Winthrop | 272 | 214.74 | 207.30 | 96.54 | 2,438 | 163 | 97 |
| | 6,799 | 5,947.78 | 5,652.94 | 95.04 | 114,776 | 6,731 | 4,270 |

SUPERINTENDENT'S REPORT.

To the School Board:

I hereby submit to you my fourth report as Superintendent of Schools, it being the fifteenth in the series of superintendent's reports.

It is a matter of deep personal gratification to be able to state that the complete harmony previously existing has continued throughout the present year. All forces have labored in perfect accord for the interest of all the schools. Such conditions, together with a good teaching force, make possible good schools. Such, I believe the Everett schools to be.

At this time, Mr. Elmer E. Rideout severs his connection with the School Board after a service of six years, and I wish to personally express my appreciation of his faithful and eminently efficient services during these years. Mr. Rideout is a man of broad scholarship, of wide practical experience, of sound judgment, a courteous gentleman under all circumstances; and is guided always by a conscientious desire to faithfully and honestly perform every duty devolving upon him.

In Mr. Rideout's successor, we are fortunate in having a man whose ability and successful experience in public affairs will make him an invaluable member of the School Board. Familiar alike with the resources of the city, and the needs of the schools, he is well fitted to do justice to all interests.

INDIVIDUAL INSTRUCTION.

The most important change attempted in school work during the past year has been the introduction of the "Batavia" idea of individual instruction.

Very near the close of last year the principles and purposes of this plan were presented by me to the School Board. The members were unanimous in their belief that the plan was pedagogically sound and practicable, and authorized me to make a thorough personal investigation of the plan as applied in other places, and to introduce the same on approval. This investigation fully convinced me of the merits of the system; but before making a general introduction I experimented the last half of the year by having one or two teachers from each building take up the work as volunteers. A report was called for in June, and it was unanimously favorable. Since September the plan has been followed by all the teachers below the High School, and to some extent by the High School teachers.

Simply stated, the plan is this. The time devoted to a subject is divided into two periods, one being given to ordinary class instruction, and the other to individual instruction. During this period the class is busy preparing assigned work, while the teacher calls one pupil at a time to her desk and gives such suggestions and help as will enable the pupil to understand and perform by himself the work of the class. It goes without saying that this period of individual work is devoted to the slow and backward pupils, all of whom have difficulty in keeping up with the class. Some of these are naturally deficient, while others are of average ability but, from absence or other causes have failed at some point to understand the work. A little help enables them to become independent workers and saves them from being left behind at promotion time.

If all pupils were equal in ability, attended regularly and worked faithfully, class instructions would fully meet the needs of all, and special help to the individual would be unnecessary. The old way of class instruction presupposes or is based upon the idea of uniform ability. Were this the case it would materially economize effort and simplify school work. Unfortunately such is not the case. Fifty pupils represent nearly fifty degrees of intellectual ability, and any method of instructing such a class that does not recognize

and make provision for this difference, to that extent fails to meet the needs of the whole class.

We cannot economically do away with class instruction, but it needs supplementing in such a way as to make it possible for each individual to profit by it to the fullest extent of his capacity. This is what our system proposes to accomplish, and our success thus far warrants us in believing that we are working along right lines.

The plan is also economical. In the past years, from ten to fifteen per cent of the pupils usually failed of promotion, and were compelled to spend two years to accomplish the work of one grade. This doubles the cost of instruction for such pupils. Any plan, therefore, that will result in preparing a large part of these children for promotion each year saves just so much to the city. Two years ago over six hundred pupils failed of promotion. If two-thirds of these could have been regularly advanced, the saving would have amounted to ten thousand dollars at the present annual rate per scholar. This would not, however, have been all net gain, for some of these pupils, if left to themselves, would have dropped out of school through discouragement and inability to do work. That some may thus be saved and given a better education is of great importance both to the individual and to the community.

At the close of the present term, I asked each teacher to send to the office a written expression of opinion on this work. Not a grade teacher but that expressed herself heartily in favor of the plan. Parents of children who needed such help also repeatedly expressed themselves as gratified at the results manifested in the new interest and successful efforts of their children.

Not only will it result in fewer leftovers, but will do away with the necessity of quite so much home study, and largely diminish the number who have to remain after school because of failure in class recitations or to make up lost lessons. The advantages are also particularly noticeable in the case of pupils who are irregular in attendance, or who come to our schools from other places and do not exactly fit in at first on account of the difference in the work.

I include herein a part of three or four of the teachers' reports on this work, as these are based on actual schoolroom experience, and also clearly shows how some of the results are attained and what they are.

I find it an aid to discipline. It is a time-saving method. A great help in getting a better understanding of the pupil and his needs.

It makes the discipline easier and gives the pupils time for quiet study; but, best of all, it gives such grand opportunities for the pupil and teacher to come to a good understanding. The child feels that the teacher is in touch with him, and can make known his wants. Each child needs a different method of presentation of the subject, and here the teacher can give it.

One excellent feature is this, — it gives the whole school a quiet period of written work, with no talking to distract their attention. The benefit to the pupil receiving help at that time is much greater than it could be after school hours.

The results are such as I have spent hours working for after school heretofore, and are much more easily obtained.

I think this system has helped the discipline. I understand my pupils better, especially those whom I particularly *needed to know*.

The nervous strain of the schoolroom is much lessened for both teacher and pupil. Twice in the morning and once in the afternoon come periods when pupils are quietly working at their seats. It does us all good.

Before we had "Batavia" in our schools the dull child was left to drag along as best he could, while *now* he has something he can do. I also find it has a tendency to make the child work independently.

The system of "Individual Instruction" is the only system, I believe, that can put the backward child on his feet.

The first of the year a girl came into my room from another city. She was unable to do the work of the class, and it seemed almost an impossibility for her to remain in my room. I gave her individual instruction for three weeks. Now she is able to do and understand the work, and is standing on a level with other members of the class. Had it not been for the individual help, I am positive that she would have been obliged to go into a lower class.

Through individual instruction six dull pupils in my class will be promoted next June who otherwise must have remained another year in this grade. I have one boy who through the preceding grades was considered hopelessly dull in arithmetic. I worked with him every day for several weeks, and now he gives me 80, 90 and 100 per cent papers without help. Parents have expressed their appreciation of the help their children are receiving.

One boy coming from another city seemed better fitted for a lower

grade, but with individual help he was brought up to this grade. He is now having no individual help, but is working outside of school hours for a double promotion.

One boy has improved in nearly every study, and in deportment in a marked degree. The discovery of the fact that he could do better work has spurred him to do it. From being a very troublesome boy, he has changed to a good worker to the limit of his ability.

It has proved of inestimable value with two inattentive children. One child was bright, but in a low class because of inattention. Now there is no better worker in the room, and she shines as one of the star pupils.

When a pupil realizes that his teacher takes an interest in him, it makes him feel that there is something worth working for; and if the teacher uses proper methods, I think she can stimulate the mind of the most languid.

PENMANSHIP.

It is now over two years since the present system of penmanship was adopted. We are thoroughly satisfied that the change was wise, and the coming years will still further emphasize this belief.

I personally liked the appearance of the vertical hand when well written, but it lacked freedom. It was almost always written with finger movement, which is both a slow and tiresome way for continuous writing. By the present system, the finger movement is used for the first three years exclusively, during which time the children learn to form the letters accurately. In the fourth grade, most of the writing is still by the finger movement, but the special instruction period is largely spent in the practice of the muscular movement. In subsequent grades, this movement is constantly applied to the regular work, to the end that all writing may become free, legible and rapid.

It is my belief that the penmanship of the pupils of this city is as good as can be found in almost any other place where a special supervisor is not employed. Without such a supervisor, it can never be entirely satisfactory, any more than music or drawing would be. It is contended by many that any teacher of ability and intelligence can follow the prescribed copy books, and produce results entirely satisfactory. In many cases experience proves the opposite to be

true. About two teachers in ten will do it all right, and it is often the most conscientious and hard working teacher whose success in teaching penmanship is only passable.

In my opinion penmanship *per se* is quite as important as any other subject taught, and we should not be satisfied with results that do not measure up to the ideal. A pupil graduating from our school, however proficient in ancient and modern languages, does not reflect full credit upon the school system if his handwriting is disreputable and illegible.

I believe that a small amount of money could not be more wisely spent than in employing a supervisor for a portion of the time. In many places, even as large as Everett, a supervisor is employed on part time. Such an arrangement would be inexpensive, but the results would be very noticeable and gratifying. The supervisor at Malden serves the city three days a week, works in another town one day, and has private work for the remaining day. He could be secured by Everett for this day for a very reasonable sum. Or, perhaps, another plan might be more desirable. Mr. Cain, at the head of the business department in our High School, could, and would, be willing to make arrangements to teach penmanship in the grades in the afternoons. He is doing splendid work in this line, and, under his direction, the subject of writing in the grades would receive an inspiration that it now lacks, but greatly needs.

At a recent teachers' meeting, Mr. Smith, of the Warren School, gave a very interesting and instructive talk on penmanship. The points he made are so definite and suggestive, and so directly in the line of what teachers in each grade should aim to do, that I wish to preserve them in permanent form for the benefit of the teachers, who will perhaps read this report more than any one else. Below is a brief synopsis of Mr. Smith's talk :

The teacher's work quickly shows in class; the child's paper is the visible result of the teacher's effort.

The teacher should know exactly what is to be done in her grade, should be familiar with work immediately above and below her, and should have a general knowledge of the subject as a whole. If she needs help, the Principal will give it.

First three grades—position, penholding, drawing of letter forms. Next four grades—transition from drawing to writing. Last two grades—actual writing and some speed.

Position is the same for all grades. Penholding in first three grades should be taught so that fourth-grade teacher will have perfect penholding when wrist is turned down. Drill constantly and carefully on correct letter forms.

Fourth grade—position, penholding, movement. Position as for all grades; penholding as for all grades except the first three. Constantly drill on movement exercises through whole year; it will pay. Carefully begin application.

Fifth grade—position, penholding, movement, application. Continue use of exercises 1, 2, 3, and also use groups of letters for movement. Make open and persistent effort to apply movement to written work.

Sixth grade—position, penholding, movement, application. Less use of exercises 1, 2, 3, and more of groups of letters. Continue determined effort to apply movement to all written work.

Seventh grade—position, penholding, movement, application. Much use of letter groups for movement exercises. Continued, constant requirement of movement applied to all written work.

Eighth grade—position, penholding, movement, application. Use of any and all movement exercises when necessary, but the class should be in such shape that most of the year can be used on application of movement to all written work. Some effort may be made to secure speed.

Ninth grade—position, penholding, movement, application; but the greatest of these is application. The teacher should try to finish and perfect movement writing, and secure at least moderate speed.

The blackboard teaches all the time; it should teach nothing wrong. Either it should be clean, or have on it the best work of the teacher and pupils.

Have a definite aim in every lesson. The teacher who begins a lesson without knowing exactly what she means to do, is likely to finish without knowing exactly what she has done.

Teach penmanship whenever the child writes; never allow careless writing; the time to teach penmanship is every time writing is done.

TENURE OF OFFICE.

The number of towns and cities where tenure of office for teachers has been established is rapidly increasing. This is in harmony with the tendency in all municipal departments, and I believe the principle to be right. The firemen, policemen, and most other salaried employees of the city are now

enjoying tenure of office. Why should not the teachers be treated with equal consideration? The weight of argument is strongly in favor of such a course, and the objections are slight in comparison with the advantages. In fact, I can see no valid objections which cannot be fully safeguarded by the careful regulations under which the system should be adopted.

There are only two objections worthy of consideration that are usually urged against it. First, some fear that, under such a plan, teachers may become indifferent in their efforts to maintain a high standard of efficiency. Second, that it would be more difficult to dispense with the services of teachers whose work was not entirely satisfactory. These objections disappear under right conditions. The usual plan is to place teachers, who have served a certain length of time, on the permanent list. With a regulation to the effect that any one or all of these teachers may be placed back on the annual list at the pleasure of the Board, as should certainly be the case if the work of any teacher at any time prove unsatisfactory, when they would be subject to removal or in danger of failure of re-election exactly as at present, we remove by one regulation both, and, as far as I can see, all the objections to the plan.

I know of no place where this plan has been tried and given up. As a matter of fact, nine teachers out of ten are now annually and indefinitely re-elected by most School Boards without a question. Were these teachers on the permanent list it would do away with this perfunctory formal election and add to the peace of mind of these teachers, resulting in a contented willingness to remain permanently in their positions rather than seek places elsewhere for a slight increase in salary.

It becomes increasingly difficult to secure and retain first-class teachers, and any thing that will tend to prevent their leaving is certainly worthy of careful consideration.

That we have many superior teachers in Everett is evident from the fact that other cities are constantly bidding for their services. Salaries have been increased in most of the neigh-

boring cities to such an extent that it is hard to hold our teachers, and yet it often happens that a teacher is so well contented here that she will refuse a better offer from other places. With tenure of office, I believe there would be an increasingly larger number of such instances.

I quote here briefly from personal reports of grade teachers in a city where tenure of office is in force to show how the matter appears from the point of view of the teacher.

By this plan a considerable amount of nervous strain is annually saved to a large number of efficient and faithful teachers.

A teacher naturally takes a greater interest in her work when she knows that she will remain in her position than when she feels that she may be removed after a short term of service. I think, too, she is relieved by this knowledge of an anxious strain that will come to every sensitive teacher at that season when most fatigued.

She would not be tempted to do things from policy or from a desire to please "the powers that be." A teacher feels more free to act according to her own best judgment, and the school committee would secure disinterested effort.

It is certainly a relief to any teacher to know that her position is secure if she has the ability to do the work. She can do better work, and the schools are benefited thereby.

Election subject to the pleasure of the Committee eliminates the disquieting influences and conditions attending a yearly election,—conditions which are not conducive to the physical, mental or moral welfare of the teacher, and which must necessarily react unfavorably upon the school.

A teacher will feel more interested in making a room attractive, and so more pleasant and enjoyable for the pupils if she feels that it is her permanent school home. She will try to become more familiar with the home-life and surroundings of the children.

The mere fact that the Committee and Superintendent have sufficient confidence in a teacher to elect her permanently, inspires one to better work and deeper interest in her school, just the same as it appeals to anyone in business life.

Tends to make a teacher more interested in her school, her pupils, the families represented, and to make her of more value to the community. Prevents the teacher from being harrassed and hampered in her work by an annual anxiety as to her re-election.

I wish to again commend the general faithfulness and efficiency of our teachers and principals. I believe that no more conscientious, hard working and successful body of

teachers can anywhere be found. The standing of our schools is due to their efforts, and they deserve our confidence and highest consideration. There will always be varying degrees of success and some failures, perhaps, but I am sure it is not because of failure in effort or lack of zeal. It should be our earnest effort to retain the good ones, to help as many as possible of the others to become fully successful, and to unhesitatingly replace poor ones with the best possible to be secured within the limits of our salaries.

SCHOOL SAVINGS SYSTEM.

Perhaps no habit of greater importance to the boys and girls can be cultivated than that of thrift. It is very easy for children to earn a little money. Some have spending money given them to do with as they please. In the majority of cases the small change thus at the free disposal of children is spent in a way to bring no lasting benefit, while often in a way physically harmful. How much better it would be for the children to learn to save a portion of this money. Better, because it would cultivate a habit which would be of incalculable benefit to them in the future; and better because they could thereby accumulate a little capital to be invested in something greatly needed. The value of school savings banks has long been recognized, and public-spirited and philanthropic people have established such savings systems in many schools in various countries. Wherever such a system has been established it has almost invariably proven successful, when the interest and sympathy of the teachers have been enlisted in its behalf.

During the past year the ladies of the Friday Club became interested in this matter, and the result was the establishment by them of a Stamp Savings System in our schools. On November first, stamps were placed on sale in all the schools. The idea seemed to be received with great favor by the pupils and parents, and the success of the undertaking was immediate. It has now been in operation only two months, but there have been sold nearly \$2400 worth of stamps, on an average of \$300 a week. During this time

there have been withdrawals amounting to \$542. A large part of the withdrawals was made for Christmas shopping, although many pupils added their savings to existing bank accounts, and several have been encouraged to open new accounts in the Everett Savings Bank.

The object of this system is to encourage thrift for two purposes; first, to the end that permanent bank accounts may be opened; and, second, to help pupils to systematically save for a specific object. The latter is quite as important as the former, and the boys and girls, instead of spending their spare pennies for candy and other things of doubtful temporary and no lasting good, now become ambitious to save until the accumulation is sufficient to invest in some larger object of material value. Thus, one will save for a pair of shoes or for other articles of immediate personal necessity; others have already announced the purpose of saving money to cover graduating expenses. The realization of these purposes will be a source of great satisfaction to the individual, and the habit thus acquired may be of lifelong benefit to some. If, as some one has said, "Improvidence is the curse of the present generation," then any force or influence exerted in cultivating the opposite characteristic is of sufficient importance to justify all time and effort devoted to this line of work.

As carried out it has entailed extra work upon the teachers, but all have taken up the matter with an earnest desire to make it succeed, and I can but feel that the good resulting from it will be considered by the teachers as ample reward for the extra work involved.

I also feel that the Friday Club is entitled to full credit in the establishment of this system. It is a worthy and tangible achievement, and should bring to each member the satisfaction of feeling that many thousand boys and girls of this city will be materially benefited by their generosity.

MEDICAL INSPECTION

The importance of careful, systematic, medical inspection of schools is quite generally recognized, and many towns and

cities are making provision for this work. It is probable that legislation will be enacted in the near future making mandatory such inspection.

Governor Guild has considered the matter of sufficient importance to allude to it in his inaugural message to the legislature as follows: "I would suggest that you consider legislation contemplating a more general medical inspection of school children, as now practiced in some localities, notably for the discovery of infectious diseases and physical defects."

The purpose of such inspection is to check epidemics of contagious diseases, and to discover physical defects in school children, and the results, wherever tried, have been very satisfactory in securing better work and more regular attendance.

Whether this should be carried on under the direction of the School Board or by the Board of Health is a mooted question. The best results can doubtless be obtained by a harmonious co-operation of both Boards. The details of any plan are also debatable, but the desirability of such work is, I think, apparent to all, and I recommend your careful consideration of the matter with a view of taking action thereon at some future time.

SPECIAL REPORTS.

Mr. Rockwood's report for the High School covers the ground so fully that it is unnecessary for me to supplement it. The matters discussed by him are of vital importance, and I would that all parents and those interested in the welfare of the schools, or of individual pupils therein, might read and carefully consider Mr. Rockwood's discussion of these important matters.

The work of the special supervisors has been unusually successful this year, and I have only words of highest praise for the efforts of each. Their reports are appended and deserve attention.

I think I am warranted in believing that this has been a successful year in the Everett schools. It certainly has been a pleasant one. This has been largely due to the appreciative

co-operation of the teachers, and to the cordial and unanimous support of the committee. For all this I am sincerely grateful.

Respectfully submitted,

U. G. WHEELER.

HIGH SCHOOL REPORT.

MR. U. G. WHEELER, *Superintendent of Schools*:

MY DEAR MR. WHEELER—I hereby present the report of the High School for 1905. During the past year 656 pupils have been registered, a fair increase over the number for 1904.

Separation of Classes:

The locating of the English divisions of the freshman class at the Home School has greatly relieved the former crowded condition of the main building, and has allowed us to close some of the rooms there on cold days and thereby prevent a general dismissal.

The work undoubtedly suffers somewhat with portions of the school in separate buildings, a difficulty which will be remedied when the addition is completed.

Attendance:

The percentum of attendance for the past four years is as follows:

| | | | | | | | |
|------|---|---|---|---|---|---|-------|
| 1902 | . | . | . | . | . | . | 95.11 |
| 1903 | . | . | . | . | . | . | 95.74 |
| 1904 | . | . | . | . | . | . | 95.38 |
| 1905 | . | . | . | . | . | . | 96.51 |

This shows an average of 95.68—a fairly good standing in comparison with that of other High Schools of the State.

While there is much absence that is legitimate, there is too much time lost from their recitations by High School pupils without sufficient cause. Parents oftentimes sign notes, giving trivial excuses for absence, excuses which would never be advanced for remaining away from store or office, were their children at work. Not the least valuable thing in any school course is its training in regularity and punctuality. Much worse than the loss of recitations through unnecessary ab-

sence, is the loss of that feeling of responsibility to be present and to do one's best in the work at hand. School attendance and work should be made the business of the pupil, not a mere incident in his life. The record of tardiness, shown below, affords greater encouragement:

| | | Cases of Tardiness. | Number per Pupil. |
|------|---|------------------------|----------------------|
| 1902 | . | 473 | 1.43 |
| 1903 | . | 418 | 1.15 |
| 1904 | . | 412 | .88 |
| 1905 | . | 376 | .75 |

In the eight other cities of Massachusetts, giving the data in their reports, the cases of tardiness per pupil, for 1904, runs from 3.59 in Northampton to .85 in Medford. Everett's record in comparison is a good one, and shows constant improvement.

Teachers:

Since last January three new teachers have been elected and two vacancies now exist. When these are filled, we shall have five new teachers out of a force of seventeen — too large a proportion for a single year. Miss Bertha J. Thayer, of Braintree, was selected to take the place of Miss E. Charlotte Rogers, who was elected instructor in chemistry at Mount Holyoke College. Mr. Harry A. Dame, of the Waltham High School, was elected in May to teach algebra and commercial arithmetic, and Miss Martha L. Desmond, of Quincy, was elected to succeed Miss Bessie D. Brown, teacher of stenography, who resigned to accept a position in the Malden High School.

All of these teachers are doing creditable work.

Salaries:

I wish to urge upon your attention an increase in the maximum salaries paid to the women teachers of our school.

Places about us generally pay larger salaries and attract teachers whom the city cannot afford to lose. On the other hand, when searching for new teachers we must seek them among the smaller schools, where the size of the classes and other conditions are so different from those of a city school

that the experience there gained is not altogether valuable.

Our teachers have been obliged to expend two thousand dollars or more in securing education, and to give four years to a college course in order to fit themselves for their work. This money and time constitutes their capital, and certainly deserves recognition.

The cost of living has gone steadily up, while the salary of these teachers remains where it was five years ago, and does not exceed that of many book-keepers and stenographers whose equipment in time and money has cost far less.

I give below a table showing the valuation, debt per capita, tax rate, and maximum salaries paid to women teachers in the High Schools of all the cities of the state. The valuation and tax rate items were taken from the 1905 report at State House, and the per capita debt from the United States City Census Report, for 1902 and 1903, the latest statistics available.

| | Valuation | Total Per Capita Debt | Tax-rate | Salary |
|-------------------|---------------|-----------------------|----------|--------|
| Beverly . . . | \$20,815,175 | * | \$16.80 | \$700 |
| Boston . . . | 1,259,731,682 | \$148.25 | 16.00 | 1,650 |
| Brockton . . . | 32,147,255 | 60.81 | 20.40 | 800 |
| Cambridge . . . | 103,845,600 | 90.32 | 19.00 | 1,000 |
| Chelsea . . . | 25,109,797 | 51.90 | 19.00 | 1,000 |
| Chicopee . . . | 10,071,770 | * | 21.00 | 900 |
| Everett . . . | 22,191,900 | 49.84 | 17.80 | 750 |
| Fall River . . . | 81,754,247 | 52.35 | 18.80 | 1,000 |
| Fitchburg . . . | 25,270,731 | 55.63 | 20.40 | 800 |
| Gloucester . . . | 21,393,396 | 71.71 | 18.20 | 800 |
| Haverhill . . . | 26,964,866 | 46.20 | 17.60 | 1,000 |
| Holyoke . . . | 41,723,460 | 64.58 | 17.00 | 900 |
| Lawrence . . . | 46,235,468 | 36.59 | 16.80 | 1,000 |
| Lowell . . . | 71,632,643 | 42.86 | 20.20 | 1,000 |
| Lynn . . . | 56,157,073 | 73.79 | 18.40 | 900 |
| Malden . . . | 32,324,800 | 49.63 | 17.20 | 900 |
| Marlborough . . . | 9,725,523 | * | 19.30 | 725 |
| Medford . . . | 21,240,150 | * | 21.40 | 800 |
| Melrose . . . | 15,329,695 | * | 18.00 | 900 |
| North Adams . . . | 14,862,527 | 41.45 | 22.00 | 800 |
| New Bedford . . . | 64,349,661 | 65.84 | 19.40 | 1,000 |
| Newburyport . . . | 10,889,592 | * | 17.40 | 700 |
| Newton . . . | 64,635,370 | 188.24 | 18.00 | 1,000 |
| No·thampton . . . | 12,739,859 | * | 17.00 | 700 |

| | | Valuation | Total Per Capita Debt | Tax-rate | Salary |
|-------------|---|-------------|-----------------------|----------|--------|
| Pittsfield | . | 18,330,223 | * | 18.50 | 700 |
| Quincy | . | 25,575,960 | 73.76 | 18.30 | 800 |
| Salem | . | 29,252,544 | 28.07 | 17.60 | 850 |
| Somerville | . | 59,146,600 | 27.62 | 18.30 | 1,200 |
| Springfield | . | 80,904,477 | 34.94 | 15.40 | 1,200 |
| Taunton | . | 21,744,671 | 67.47 | 20.20 | 1,100 |
| Waltham | . | 23,000,660 | * | 16.80 | 900 |
| Worcester | . | 120,865,502 | 86.42 | 17.00 | 1,050 |
| Woburn | . | 10,753,020 | * | 19.00 | 800 |

*For cities below 25,000 population, no capita debt given.

This report speaks for itself, and plainly shows that Everett, with a moderate tax rate and per capita debt, and a fair proportional valuation, pays a lower salary to its women teachers in the High School than any city of its class in the state.

Athletics:

In my last report, I briefly discussed some phases of school athletics, and I now desire to emphasize what I then stated. All of the cities of Massachusetts, and many of the larger towns, are facing this problem, which demands a speedy solution, before greater inroads are made in the scholarship and morale of the High Schools.

Properly controlled, I heartily believe in school athletics. Normal boys need them, not only for physical development, but as a safety valve for abundant animal spirits, which otherwise find a more objectionable method of escape.

Mr. Dame gives his afternoons to training the school teams, and the results amply justify his election. There is a better spirit of application on the part of the players, and a better attitude of fair play and sportsmanlike conduct. But, with this improvement, there is still need for many changes before athletics can be made useful in maintaining the work and standard of the school.

In order better to control athletics and other interests indirectly connected with schools, such as secret societies and social functions, that bear more or less heavily upon the scholarship, conduct and character, it is to be hoped that the bill to place the control of all school activities in the hands of

school authorities, now before the legislature, may have the same hearty support from local school boards that it is now receiving from the State Board of Education.

Individual work:

Beginning in September, individual work was first systematically introduced into our recitation scheme. Each teacher is required to give such time to individual instruction as shall amount to one period in four. From my observation of the work of those teachers who followed it, last year, and of all classes, since September, I am convinced that there is much of helpfulness in it. However, I believe that it will not accomplish all that is extravagantly claimed for it. It will not create ability, and will not greatly help any student who will not make an effort to help himself, but it will aid many students who would otherwise become discouraged and drop out of school. For the first time, all Freshmen, entering on conditional certificates, have maintained their standing in the class.

We have found its advantages to be:

1. A better understanding of each other by teacher and pupil. The pupil becomes a concrete reality and is no longer merely a part of that abstract thing called the class.
2. It creates a closer feeling of sympathy and helpfulness between teacher and pupil.
3. It creates greater confidence and eagerness to recite in the dull pupil.
4. It prods the lazy student, who knows that his lack of preparation must be exposed when he is dealt with singly.

Its chief disadvantage seems to lie in the difficulty which many teachers find in keeping the other students profitably engaged, while she is at work with the individual. Unless she can overcome this, the development of the brighter pupils is sacrificed in some measure to the slower growth of the duller ones. It tends, not to the highest scholarship, but toward a lower but more even scholarship.

Change in Curriculum:

After much study, a committee of our teachers has pre-

pared a new curriculum to present to the School Board. It differs from the old scheme in requiring more time for English, History and Science, and in tending toward fewer electives for each student and toward more work in those selected.

The greatest changes have been made in the Commercial Course, where a larger amount of strictly commercial work is introduced into the first two years.

From the very force of circumstances, in Everett, many pupils must be prepared as early as possible to begin work. Parents frequently make considerable sacrifice to keep their children in the High School for a short time only, and such demand that every stroke of work shall count toward immediate and increased earning capacity.

The High School diploma should never be given except to stamp a fairly finished product of four years of work; and to certify to that constantly increasing number of business men who demand of their younger employees a full High School course, that these conditions have been met. But the course should be so arranged that the boy who can give two years only to preparation shall have the fullest opportunity to take all he can digest of that work which will be of the greatest practical value, and a certificate should be issued to him showing the subjects studied and proficiency attained.

For several years past we have made an effort to secure positions for our pupils when they have left school, and the fact that we cannot meet the call for trained young men and women shows the demand for such in the business world. I include here a report written for "The Thinker," by Miss Bessie D. Brown, our former stenography teacher, on the graduates from her department for three years.

SHORTHAND IN THE EVERETT HIGH SCHOOL —HAS IT BEEN WORTH WHILE.

The Chandler shorthand introduced into the Everett High School in 1900. From the commercial department of this school, since the introduction of the Chandler shorthand, three classes have been graduated; the first after a two years'

course, the second and third after a three years' course. In 1903 there were no graduates from this department on account of the lengthening of the English course from three to four years.

It will be noted that with few exceptions these graduates secured positions directly from the school, without supplementary training, are now holding these positions or better ones, or are using their shorthand as an aid to furthering their education.

In twenty-eight cases out of the thirty-five enumerated, the salaries have been reported. These salaries range from five dollars per week to fifteen, the larger portion being from seven dollars up.

We give below brief histories of each student, and would call special attention to the variety of business covered by the different positions.

CLASS OF 1902—NINETEEN GRADUATES.

- A. E. A.—Beef and pork packers. Substituted in office of lawyer, doctor, and in insurance office. Now employed with beef and pork packers.
- F. G. E.—Publishing house. Later, teacher of typewriting, arithmetic and book-keeping in day school and typewriting in evening high school.
- J. F. F.—Received supplementary training at Chandler Normal School. Substituted in wholesale drug house and wool house. Now teaching shorthand in evening high school.
- O. G. G.—In public stenographer's office first, during which time substituted. Later spent two years in law office, being called upon to take testimony in municipal court of Boston, probate court, East Cambridge and Boston, circuit court, Salem. Now in law office.
- M. L. J.—Insurance and brokerage. Later clerical position at higher salary. In ill health for a year, then took additional course at Chandler Normal school. Now engaged in reporting office, also teaching shorthand in evening high school.
- S. K. M.—Typewriting and assistant billing clerk in wholesale shoe manufacturer's office.
- J. H. M.—Paying tuition at college by means of stenographic work for dean.
- C. E. M.—Automobile house first, afterwards clerical position. Later took course at Chandler Normal school, now in permanent stenographic position.

J. E. M.—Doctor's office.
K. E. M.—Iron business.
G. H. W.—Law office first, later clerical work in insurance office.

Of the remaining eight, three continued their shorthand study and afterwards obtained permanent positions; one is engaged as book-keeper in wholesale pork product house, one engaged in clerical work with steel company, but is not working now; two followed other lines of work, one young woman is married.

CLASS OF 1904—SEVEN GRADUATES.

C. B. G.—Manufacturing company first, then insurance.
J. D. K.—Electric company, now in law office.
G. M. M.—Machine company.
J. O.—Substitute positions, last one in publishing house.
K. W.—Publishing company.

One of the students has taken up kindergarten work and is putting her shorthand to practical use in taking the lectures in her course.

The remaining student writes that she and the kindergarten student above mentioned have reported a number of sermons by a local clergyman, transcriptions of which were pronounced "excellent" by him. His farewell sermon was reported and edited by these young women, printed and sold in pamphlet form. Neither of these students had used their shorthand from June, 1904, till the following Easter.

CLASS OF 1905—NINE GRADUATES.

M. L. C.—Wholesale shoe manufacturers; afterwards glue company.
A. M. J.—Railway office from July, 1905, to November, 1905. Substitute positions.
E. J.—Before graduation and for short time afterward with literary worker. Now in railway office.
F. G. S.—Iron business.
V. J. S.—Name of firm given, but not kind of business.
R. J. W.—Substitute positions. Dressed meat and wool company; now with asbestos and asphalt company as typewritist.

Of the remaining three, one has not cared to take up any line of work; another is attending State Normal School, while one is reported to be taking additional business training.

This report shows conclusively that the graduates from the Commercial Course are meeting the demands made upon them by business requirements.

Our Commercial Department now includes over one-half the pupils of the school. Of the 197 Freshmen entering in September, 127 took the Commercial Course against 70 for

all others. This means that this course is meeting the needs of an increasing number of pupils and that it should receive a corresponding amount of attention from the school authorities, and of interest and energy from the teachers.

In conclusion, I recommend

1. The adoption of the outlined changes in the curriculum.
2. The approval of the School Board of the above mentioned legislative bill, expressed through our local representatives.
3. An increase in the maximum salary of our women teachers, and
4. I renew my recommendation of last year that a teacher of wide scholarship be secured to give her entire time to the individual instruction of those pupils needing assistance, and to act as substitute, in case of the absence of regular teachers.

Respectfully submitted,

WILBUR J. ROCKWOOD,

Principal.

REPORT OF MUSIC TEACHER.

MR. U. G. WHEELER, *Superintendent of Schools:*

Owing to the fact that no radical changes are attempted in music, the report from year to year must of necessity be along similar lines. One deviation most desirable is the fact that less teachers have left our schools than has been the case in preceding years and the result is, more uniform and intelligent work in all directions. Thanks to those in authority for making such a state of affairs possible.

It is now nearly two years since individual work in music was introduced and the results are most encouraging. Last June all the teachers were requested to prepare written statements giving their estimate of its value, and hearty approval was the result as the following typical answers will prove.

1. Individual music has given remarkable results. The first of the year I had three children whom I supposed to be monotones. They are now able to tell several tones and do

very good work in the class exercises. The children can read with much more rapidity and accuracy than any class I ever had, and I am positive it is due to the individual instruction. They have in every instance been perfectly willing to stand before the class and sing at any time, having entirely overcome the feeling of timidity they had at first.

2. My class has been greatly benefited by the individual work in music. Many children have gained rapidity in reading music which they could have acquired in no other way. This has made them self-reliant and they no longer depend on their neighbors for help. The class work has improved. It is in reality class work and not the work of a few.

3. It gives the pupil confidence in himself, teaches self-reliance, necessitates his depending upon his own knowledge and thought, placing his personal difficulties where they can be met directly by the teacher.

It reveals to the teacher the quality of each pupil's work, as class work never could. As she meets the needs of the individual she understands far better what points need her special attention in the class work. Where teacher and pupil can come in direct contact, it is always for mutual benefit in the work.

4. Because of the individual work done in the last year, I had a class in September capable of good work. The work has been continued this year with great benefit to all. At the present time there is no one in the class who cannot read simple music. A system which makes each pupil think for himself, is worthy of notice.

Individual work has been planned for such pupils as need it in the first six grades, allowing more time in the upper classes for written music and history of the art. As an aid to the historical side, each building containing the five upper grades or any part of that number, has been provided with a set of forty-five books entitled, "Stories of Great Musicians," to be used as supplementary readers or for language work. Beginning with the fifth grade two composers are studied each year, and by the time the ninth grade is completed it is hoped the pupils will know something of the lives

and influence of the great composers upon music in general.

Another phase of the work as conducted in our schools is "tone perception." The teacher or some pupil will sing a tone or combination of tones with *loo* or some other syllable, while members of the class give orally or in written form the names of the tones they have heard. This exercise requires close concentration of the mind, strengthens the memory and trains the ear. A few moments devoted to this excellent practice each day is invaluable to the pupils.

I cannot refrain from giving a few words approving the plan of hiring teachers, as far as possible, who have some knowledge of music as well as other subjects. No matter how well prepared a teacher may be, she cannot, as a rule, teach and control a strange class as well as the regular teacher who knows the personality of each pupil by constant association and contact. Hence, the necessity of having each teacher competent and able to instruct her own class.

The supervisor must secure the co-operation of the grade teacher and then inspire by his own enthusiasm, for the regular teacher holds the key to the situation and is the real power in the public schools. Realizing this to be true, a supervisor should improve every opportunity to make plain the work to be done, for it has been said that the success of any leader depends upon his ability to get others to work. The grade teacher is of necessity an interpreter to clothe the lessons and directions of the supervisor in language and form suited to the grade she has in charge. Forget self and seek the highest good for the cause and all concerned, and true progress results not alone to the cause, but to its promoters.

Music is the subject that, deeper far than all others, sinks into the heart of a child and moulds it as nothing else can. A beautiful song when related to a lesson in history will often clinch a point most effectually. A good illustration of the correlation of music and history may be found in the national hymn of France. How little the "Marseillaise" means to a pupil if he knows nothing of the political history of France and the circumstances surrounding the composition of the famous song. The story told of the young Confederate officer

well illustrates the value of music in time of war. While talking with the "Boys in Blue" after a battle, he remarked, "Boys, if we'd had your songs, we'd licked you out of your boots! Who couldn't have marched and fought with such songs?"

Music awakens in a child an interest in poetry, and by means of it he becomes familiar with a large number of selections that perhaps would never have come to him through any other source.

In closing, I wish to express my gratitude to all, from the humblest child to teachers and those in authority, for their inspiration and co-operation, without which all supervision is useless.

Respectfully submitted,

ALBERT S. COLBURN,

Supervisor of Music.

REPORT OF THE SUPERVISOR OF DRAWING.

MR. U. G. WHEELER, *Superintendent of Schools:*

In accordance with your request, I present the following report of the work in drawing:

By our teaching of drawing or art education in the public schools we hope to attain many results, but the most important and far-reaching is to develop a desire for, and an appreciation of, the beautiful and fitting in all things. Many times this desire will remain inarticulate and unexpressed, but it is none the less sincere.

Last June I was granted an extra week's vacation that I might have more time for a trip to Europe for self-improvement looking toward the betterment of my art appreciation. With this object in view I visited many of the noted art galleries of the Old World, studying pictures and sculpture. I noted not only the beauty of their architecture, but also the strength and durability of everything.

I determined to emphasize in my teaching that it was better to make something that was beautiful and durable than to do the quick and showy work seen so much in our own country.

As another result of my trip, I am giving more personal instruction in picture study, as I purchased some material abroad that will help essentially the understanding of the life and works of artists.

Picture study is taught in all grades. Three pictures are studied each year — one dealing with physical life, one with intellectual life and one with spiritual life. In the lower grades, pictures are studied for the story only. As they advance in understanding they are taught to see the unity or harmony in every good picture. The lives of the most noted artists are studied, and a composition is written upon them, thus uniting the language work with that of the art work.

In my last report I spoke quite fully upon the other lines of work: representation and design. These same lines of work are being pursued this year, not in all cases with the success to be desired, partly for the lack of illustrative material.

I would suggest that additional reference books be placed in each building for the use of the teachers.

In the High School this year there is an advanced class in mechanical drawing. More pupils are electing drawing than ever before.

In closing, I wish to express my thanks to you for your counsel and advice, to the School Board for their support, and to the teachers for their co-operation and faithful work.

Respectfully submitted,

GRACE ELLIOTT.

REPORT OF MANUAL TRAINING TEACHER.

MR. WHEELER, *Superintendent*:

In accordance with your request, I respectfully submit the following :

The Manual Training was never in a more flourishing condition. The work of to-day is of a higher order than it ever has been. Beside the models in the regular course, Morris chairs, arts and crafts chairs, book-cases, magazine stands, music cabinets, china closets, plate racks, medicine cabinets,

tabourets, fern stands, a kitchen table, shirt-waist boxes, a Sloyd bench, clock cases, sleds, a writing desk, and a row boat have been made. The regular work is done until the boy shows skill enough and disposition to branch off into other work.

As an experiment, the Manual Training in the form of "Knife Work" was tried in a fifth, sixth and seventh grade. Also, some of the regular teachers taught knife work during the sewing period. The result was most agreeable. In my classes more intelligent, accurate, and independent work is being done by those having had this work. This Manual Training with the knife has been introduced into all of the fifth, sixth and seventh grades as a part of the regular work.

Written general directions, suggestions and outlines, with working drawings and explicit directions for constructing models were placed in the hands of the regular grade teacher. As an aid to the clearer understanding of the subject, teachers' meetings were held. Last year a number of the teachers took a special course in Knife Work at the Boston Sloyd Training School. This year a few more are preparing for the work in the same manner. Before the end of the year more than a third of the teachers will have had special training. The following is an experimental outline.

FIFTH GRADE.

Measurements 1 in., $\frac{1}{2}$ in., $\frac{1}{4}$ in., $\frac{3}{4}$ in., $\frac{1}{8}$ in., $\frac{1}{16}$ in.

1. Teach above terms, and correct position of rule.

Draw lines, 1 in., $\frac{1}{2}$ in., $\frac{1}{4}$ in., $\frac{3}{4}$ in., $\frac{1}{8}$ in., $\frac{1}{16}$ in.

Measurements $\frac{3}{8}$ in., $\frac{5}{8}$ in., $\frac{7}{8}$ in., $\frac{1}{16}$ in., $\frac{3}{16}$ in., $\frac{5}{16}$ in., $\frac{9}{16}$ in., $\frac{11}{16}$ in.

2. Teach above terms.

Draw lines of corresponding lengths.

Draw two $1\frac{1}{2}$ in. horizontal lines $1\frac{1}{4}$ in. apart.

" " $1\frac{3}{4}$ " vertical " $\frac{3}{4}$ " "

3. " " $1\frac{5}{8}$ " horizontal " $\frac{1}{16}$ " "

" " $1\frac{7}{8}$ " vertical " $\frac{9}{16}$ " "

" " $2\frac{3}{8}$ " horizontal " $\frac{11}{16}$ " "

From drawing of rule on board, teach boys to read drawing;

4. meaning of dimension lines, arrow heads, incl marks (""), and extension lines.

Have boys draw these.

Construct rule of oak tag. Dimensions 6 in. by 1 in.

5. Mark off inches, half inches, quarter inches and eighth inches. Drawing of rule on board to be used as guide.

Have boys make working drawing of rule to be used in next lesson.

6. Construct dimension rule out of $\frac{1}{8}$ in. basswood; each child using his own drawing from lesson 6 as a guide.

7 Teach correct position of body, how to hold and draw a knife; & cutting exactly to a line, but leaving line on. Take as long 8 shavings as possible, but thin. Teach how to sandpaper.

Make working drawing of Calendar $4\frac{1}{2}$ in. x $2\frac{1}{4}$ in.

Let each child modify the top to suit his own taste, making the 9. modification with straight lines and definite dimensions. Let each child see that the simplest design is the best. See illustrations.

Construct Calendar out of $\frac{3}{8}$ in. basswood from the drawing.

10. Glue on the calendar pad. A simple Christmas or New Year design may be applied, using the water colors somewhat thicker than when used on paper. Two or three thinner coats may be applied with better success than when one is used.

Teach centre line from drawing.

11. Construct Key Rack from lumber. Use of bradawl in boring of holes. See illustrations.

Teach use of compass.

12. Draw circles with $\frac{5}{8}$ in., $\frac{7}{8}$ in., $\frac{9}{16}$ in., $\frac{11}{16}$ in. radii. Round corners of squares and rectangles. See illustrations.

13. Construct Needle-book. See illustrations.

14. Make leaves of flannel with button-hole edges, and tie in with 15. Decorate one cover with appropriate design. [ribbon.

16. Construct pencil sharpener. See illustrations.

SIXTH GRADE.

Review $\frac{1}{2}$ in., $\frac{3}{4}$ in., $\frac{5}{8}$ in., $\frac{1}{8}$ in., $\frac{1}{16}$ in., $\frac{3}{16}$ in., $\frac{5}{16}$ in.

1. $\frac{7}{16}$ in., $\frac{9}{16}$ in., $\frac{11}{16}$ in. on rule.

Problem 1. To erect a perpendicular at end of a straight line.

Draw a rectangle $2\frac{1}{2}$ in. square using the above problem.

2. Draw a rectangle $2\frac{3}{8}$ in. x $1\frac{1}{16}$ in.

" " " $3\frac{11}{16}$ " x $2\frac{1}{8}$ "

" " " $4\frac{7}{8}$ " x $1\frac{9}{16}$ "

" " " $5\frac{1}{4}$ " x $3\frac{5}{8}$ "

If drawing boards are used give additional rectangles; otherwise use problems.

3. Review solid lines, center lines, dimension lines, extension lines, arrow heads; and correct method of using rule.
Make working drawing of Plant Label.
If drawing boards are used practice vertical and horizontal lines; otherwise use problem I.
4. Construct Plant Label out of $\frac{3}{16}$ in. basswood. Review correct position of body; correct use of knife; cutting with the grain; cutting to a line leaving line on wood; method of cross whiteling, and sand-papering.
5. Working drawing of Pencil Sharpener.
6. Construct Pencil Sharpener out of $\frac{3}{16}$ in. whitewood.
Teach method of cutting and gluing sand-paper.
7. Teach use of compass, radius and radii, diameter, arc of circle, and method of marking dimension.
Draw circle $\frac{3}{4}$ in. radius.
" " $1\frac{1}{16}$ " "
More drill if necessary.
8. Working drawing of Key Tag and reading of same.
9. Construction of Key Tag from $\frac{3}{16}$ in. basswood. Teach boring of hole, and sand-papering of curved ends.
10. Christmas work—Any article involving principles already learned. Decorations may be applied.
11. Ex. Match Scratcher, Thermometer Back, Calendar, Christmas Cards.
12. Working drawing of Match Scratcher. Proper method of cutting
13. semi-circles with corners. Construct from $\frac{1}{8}$ in. whitewood.
14. Working drawing of Stand for Paper File.
Construct Paper File Stand from $\frac{1}{4}$ in. basswood, $\frac{1}{4}$ in. bevel on edges. Teach method of making half-round bevel. Draw centre line with grain of wood, placing points or corners on this line.
15. Working drawing of Tag.
16. Construct Tag of $\frac{1}{8}$ in. whitewood.
17. Working drawing of Thread Winder.
18. Construct Thread Winder of $\frac{3}{16}$ in. basswood.
- 19 and 20. Working drawing of Mat.
Construct Mat of $\frac{1}{8}$ in. whitewood.
A piece of flannel may be glued on back and used as table mat for hot dishes.
Blotting paper may be glued on for blotter.
21. Working drawing of Key-Board.
Work from lower point.

22. Construct Key Board of $\frac{3}{16}$ in. whitewood.
23. Draw Frame and construct out of $\frac{3}{16}$ in. basswood.

SEVENTH GRADE.

1. Review kinds of lines and add invisible lines.
Draw Fish Line Winder.
2. Construct Fish Line Winder of $\frac{3}{16}$ in. whitewood.
3. Draw Yarn Winder.
4. Construct Yarn Winder of $\frac{1}{4}$ in. whitewood.
5. Draw Mop-handle.
6. Construct Mop-handle from $\frac{1}{2}$ inch pine.
7. Draw Bat for Tip cat.
8. Construct Bat from $\frac{1}{2}$ in. whitewood.
9. Draw Door-button.
10. Construct Door-button from $\frac{5}{8}$ in. whitewood.
11. Construct Tip Cat.
12. Construct Door-button.
13. Construct Cleat.
14. Pen-holder.

Christmas work may be begun when the teacher thinks it necessary. Suggestions: Picture-frames, somewhat decorative in outline, may be designed and executed; Trays, Calendar Backs, Thermometer Backs, etc. Paper Knives and Boxes, if very simple, may be constructed. Let boys suggest articles to be made, bringing in working drawings of them.

The work has slowly grown through the grammar grades and is gradually extending through the primary. In some of the grades, work is being done along this line in the periods for seat work, drawing and holiday work. This takes the form of paper folding, cutting, designs done with lacings on a perforated card, and raffia work. The Manual Training is often correlated with the story-telling. For instance: in a first grade, the children made wigwams to illustrate the story of Indians; they also made Puritan hats to illustrate the story of the Puritans and Thanksgiving. In another first grade the children will furnish a doll house that was made in the Manual Training Room.

Before another year has passed I hope to see some definite form of Manual Training in the four lower grades, the knife

work in the fifth and sixth, and the bench work in the three upper grades. Might I be permitted to add that the course might profitably be extended through the High School on the same basis as music and drawing.

I hope to make the coming year the most successful and interesting in the history of Manual Training in Everett.

Thanking the Committee, the Superintendent, the principals and teachers for their hearty co-operation and sympathy with the work, I am,

Yours respectfully,

RUBY M. HODGE.

REPORT OF SEWING TEACHERS.

MR. U. G. WHEELER,

Superintendent of Schools:

In accordance with your request we present the following report in sewing.

Few changes have been made in sewing during the past year.

Sampler work is adopted in the fifth and sixth grades because progressive lessons in sewing can be more readily taught upon short seams. These samplers are kept by the pupils for reference in all future work.

The sewing in the seventh grade is confined to button-holes. After making two satisfactory button-holes they are allowed to take a simple garment.

The first part of the year, the girls in the eighth grade make garments; after completing these, they are permitted to do simple embroidery.

The Parker and Whiting system of shirt waist drafting has been introduced into the ninth grade for the first half of the year. The girls in this length of time are taught to draft fitted linings and shirt waists, and the making of a waist.

In closing, we wish to thank the principals and the regular teachers for their help and kindness at all times.

NANNIE G. BURNHAM,

FLORENCE G. BRAGAN.

REPORT OF TRUANT OFFICER.

To the Superintendent and School Board:

The following is the Truant Officer's report for the year ending, December 22, 1905.

| | | | | | | |
|--------------------------------|---|---|---|---|---|-------|
| Schools visited | . | . | . | . | . | 1,235 |
| Absences investigated | . | . | . | . | . | 1,780 |
| Cases of truancy | . | . | . | . | . | 240 |
| Found not attending school | . | . | . | . | . | 28 |
| Children arrested for truancy | . | . | . | . | . | 3 |
| Children sent away for truancy | . | . | . | . | . | 0 |

While there has been an increase in truancy, it has come from new families moving into Everett. While the report shows three arrests and none sent away, we have been fortunate enough to induce the parents to put at least seven children away in private institutions.

A great deal of credit is due principals and teachers for their help, as they have at all times worked in harmony with me.

Yours respectfully,

G. M. HUNTLEY.

REPORT OF EVENING SCHOOL.

To the Superintendent of Schools, Everett, Mass.:

The Centre Evening School is having the best year in its history — best in that it is helping the most people who are conscientiously striving to help themselves.

The record for the first term follows:

| | Com. | Drawing. | Elem. |
|------------------------|-------|----------|-------|
| Total membership | 53 | 43 | 72 |
| Average membership | 47.06 | 29.6 | 56.62 |
| Average attendance | 34.36 | 27.11 | 41.84 |
| Per cent of attendance | 73.40 | 79.10 | 73.92 |

It will be noticed that not only is the registration, especially in the drawing and commercial classes unusually large, but the percentage of attendance is very much better than in former years.

One factor no doubt in producing this result is the incentive given the students by the decision of the School Board to give certificates to students who cover well a satisfactory amount of work. The Elementary class has been encouraged also by the lighting and heating of another room for their use as an overflow and class room. This has made it possible to take up a greater variety of work and to carry it on much more satisfactorily.

In the drawing class, as also in the commercial, it was found necessary to establish a waiting list for applicants who could not at first be accommodated for lack of room. From these lists it was expected that vacancies as they occurred might be filled, but this expectation was not fully realized. Some responded when notified of vacancies, but in most cases no answer was received—indicating that after waiting several weeks, the applicants had made other arrangements for pursuing their studies or had given up the idea entirely. This suggests that accommodation for all applicants should be provided at the beginning of the school year if possible.

Respectfully submitted,

E. A. HILTON,
Principal Centre Evening School.

REPORT OF THE TEACHER IN STENOGRAPHY
AND TYPEWRITING.

EVERETT, MASS., Jan. 23, 1906.

To the Superintendent and Members of the School Board:

GENTLEMEN,—The Shorthand-Typewriting Department of the Everett Evening School opened the season of 1905-1906 on October 16, with twenty-six pupils registered. As the time for entering extended over a period of two weeks many more ambitious boys and girls took advantage of the opportunity and joined the ranks. There have been fifty-three persons registered this year, ranging in ages from fourteen years to forty. Of this number, forty-nine were regular members at one time.

As has been the case in the past two years, the number of members decreased after the Christmas holidays and now there is a membership of but thirty-one. These seem to be earnest, honest, eager students. They apply themselves easily and readily to the work in hand, both in stenography and in typewriting.

Each evening's program has consisted of a spelling lesson for each student, containing common, ordinary business words; a forty minute period in typewriting and the remaining time has been a great deal of time spent individually, not only with the needy ones, but also that the brighter and more apt might have the best advantages.

The work has apparently been successful and remains with those who took up the work to tell the result. Each pupil has certainly had a fair chance and we hope each will prove that fact.

Very respectfully yours,

JULIA F. FORDE.

GRADUATING EXERCISES
Of the Class of 1905, Everett High School,
HIGH SCHOOL HALL,
Tuesday Evening, June 27th, at Eight o'clock.

PROGRAM.

Overture: "The Silva Bell" *R. Schlepegrell*
· ORCHESTRA.

Entrance of Chorus. March : "Aladdin" . . . *M. O. Barnes*
 ORCHESTRA.

Prayer. REV. GEORGE G. HAMILTON.

Chorus: Soldier's Chorus from Faust Gounod

Salutatory, with Essay: "Favorite Portraits of the Old Masters."
GENEVIEVE MARIE HAVEN.

Presentation of Class Gift.

CHESTER DOUGLAS FRIEZE.

Acceptance for School.

HAROLD THOMAS ELLERBY, '07.

Chorus: "The Miller's Wooing" *Eaton Fanning*
THE SENIOR CLASS.

Announcement of Honors.

HIS HONOR MAYOR NEWTON.

Class Poem : "The Record of Thought."

SUSIE FRANCES BRAY.

Valedictory Essay: "What Many Men Desire."

MABEL FLORENCE HAMMOND.

Chorus: "The Heavens are Telling" (from The Creation) Haydn

Address.

NELSON P. BROWN, '95.

Chorus: "Good Night, Good Night, Beloved" *Ciro Pinsuti*

Presentation of Diplomas.

HON. WILMOT R. EVANS, JR., '96.
Chairman of High School Committee.

March: "Nubiana" *Emil Ascher*
ORCHESTRA.

GRADUATES.

Academic Course.

| | |
|-------------------------------|----------------------------|
| MARCEL JESSIE ALLEN, | GENEVIEVE MARIE HAVEN, |
| ETHEL MAY ARCHIBALD, | CARL AUGUSTUS HOPE, |
| MARY LOUISE BARNES, | HAZEL POOLE LANCEY, |
| ANNA LILLIAN LOUISE BEARSE, | HELEN PEABODY MARSH, |
| SUSIE FRANCES BRAY, | WINIFRED NEWTON PATTERSON, |
| FLORA SUTHERLAND DEAN, | ALICE MAY ROGERS, |
| ROSE FOGG, | MILDRED ROWE, |
| ROY WILLIAM THOMPSON FRANCIS, | ELMER ERNEST SPEAR, |
| ULYSSES SIMPSON GRANT, | JESSIE ELEANOR TAYLOR, |
| PEARL AUGUSTA HAMMOND, | FAY RONNELL WHEELER. |

Classical Course.

| | |
|----------------------------|---------------------------|
| JENNIE NELLIE ANDERSON, | ULRIKA ELIANA BENSON, |
| LYDIA CHRISTINA ANDERSON, | MARY ELIZABETH HILTON, |
| ALICE TRACEY BARRETT, | ALICE MARY SCOTT, |
| MARION ELIZABETH BARTLETT, | ARTHUR HOWARD SCHOPPELRY. |

English Course.

| | |
|-------------------------|--------------------------|
| JOSEPH LOMBARD AIKEN, | EDITH TORSEY HARDY, |
| RUTH ROBERTS BAILEY, | ETHEL LOUISE HARRINGTON, |
| OLIVE MARION BROWN, | HENRY ALBERT HIPPLER, |
| MILDRED LOUISE CARTER, | ALICE MAUD JAMES, |
| CHARLES VERNON CLEMENT, | ESTELLE JOHNSON, |
| CHESTER DOUGLAS FREEZE, | KATHERINE LOUISE LANG, |
| FRANK VINCENT GORDON, | ELMER GRANVILLE PAGE, |
| EDNA PEARSE HALSE, | VERA GERTRUDE STANTON, |
| MABEL FLORENCE HAMMOND, | FLORA MAY SPEARS. |
| | RUBY JANE WESTON. |

Special Course.

| | |
|---------------------|-----------------------|
| EDWARD MAX POFCHER, | SADIE AUGUSTA LEWIS, |
| | EDNA BEATRICE WHALEY. |

Post Graduate Course.

| | |
|-------------------------|-------------------|
| ETHEL MAY AIKEN, | EUNICE FOGG, |
| ANNIE GERTRUDE BARRETT, | PERCY E. GLEASON, |
| MILDRED LERENE GOWEN. | |

GRADUATING EXERCISES

.. OF ..

The Everett Grammar Schools

CENTRE, EDWARD EVERETT HALE,
LINCOLN, HORACE MANN, WARREN, WEBSTER,

HORACE MANN HALL,

Wednesday and Thursday Evenings, June 28, 29, 1905,

AT EIGHT O'CLOCK.

Wednesday Evening.

CENTRE SCHOOL.

HORACE MANN SCHOOL.

Motto: Triumph through Toil. Moto: Not for Ourselves Alone.
Color: Rose. Color: Crimson.

WEBSTER SCHOOL.

MOTTO: Character is Higher than Intellect.
COLOR: Yale Blue.

Thursday Evening.

EDWARD EVERETT HALE SCHOOL.

LINCOLN SCHOOL.

Motto: I Seek the Truth. Moto: Duty Determines Destiny.
Colors: Brown and White. Colors: Green and White.

WARREN SCHOOL.

Motto: Know Thyself.
Colors: Purple and White.

.. Program ..

Wednesday Evening, June 28.

Entrance of Classes.

Chorus — "Jack Frost" *A. R. Gaul*

Prayer.

REV. G. H. SPENCER.

Chorus — "The Two Grenadiers" *Robert Schumann*

Address.

REP. WILMOT R. EVANS, JR.

Chorus — "The Lost Chord" *Arthur Sullivan*

Presentation of Diplomas.

Chorus — "The Nation's Guide" *J. Faure. Arr. by C. B. Rich*

Thursday Evening, June 29.

Entrance of Classes.

Chorus — "A Spring Song" *Ciro Pinsuti*

Prayer.

REV. W. I. SWEET.

Chorus — "The Two Grenadiers" *Robert Schumann*

Address.

REP. WILLIAM E. WEEKS.

Chorus — "The Lost Chord" *Arthur Sullivan*

Presentation of Diplomas.

Chorus — "The Nation's Guide," *J. Faure. Arr. by C. B. Rich*

SCHOOL ORGANIZATION.

SUPERINTENDENT OF INSTRUCTION.

| | |
|--|--------------------|
| U. G. WHEELER | Salary, \$2,500 00 |
| Superintendent's Clerk, JENNIE S. DORETY | Salary, 600 00 |

TEACHERS.

HIGH SCHOOL.

| Year Elected. | Name and Grade. | Salary. |
|------------------|--|------------|
| 1893 | WILBUR J. ROCKWOOD, Principal | \$2,500 00 |
| 1894 | CHARLES R. HERRICK, Science | 1,500 00 |
| 1900 | GEORGE H. CAIN, Commercial Branches | 1,500 00 |
| 1902 | CHESTER M. BLISS, Latin and Greek | 1,500 00 |
| 1892 | MABELLE N. CHASE, History and Latin | 750 00 |
| 1892 | KATHERINE B. TITUS, French and Latin | 750 00 |
| 1893 | ALICE A. BADGER, Mathematics | 750 00 |
| 1895 | FRANCES E. HOYT, French and German | 750 00 |
| 1895 | ALMIRA S. FREEMAN, Greek and English | 750 00 |
| 1903 | MAUD BROWN, English | 750 00 |
| 1902 | MABEL S. HASTINGS, Geometry, Latin, English, History | 750 00 |
| 1902 | ANNIE G. HILL, Algebra, History | 750 00 |
| 1903 | FLORA G. EVEREST, Typewriting, Arithmetic | 450 00 |
| 1904 | MYRA H. A. MARSHALL, Latin, French, German | 700 00 |
| 1904 | BERTHA J. THAYER, Science | 650 00 |
| 1905 | MARTHA L. DESMOND, Stenography | 700 00 |
| 1905 | HARRY A. DAME, Algebra and Arithmetic | 700 00 |
| 1904 | A. EDNAH MCLEAN, Drawing | 300 00 |

ADAMS SCHOOL.

| | | |
|------|---------------------------------------|----------|
| 1900 | HELEN F. JACKSON, Principal | \$700 00 |
| 1905 | GRACE M. TIBBETTS, Grade III. | 400 00 |
| 1902 | OLIVIA M. WOODS, Grade II. | 575 00 |
| 1904 | AGNES G. DINSLOW, Grade I. | 500 00 |

CENTRE SCHOOL.

| | | |
|------|--|------------|
| 1893 | J. W. ARMINGTON, Principal | \$1,400 00 |
| 1905 | FRANCES M. HAMILTON, Grade IX. | 600 00 |
| 1904 | ALICE M. DOHERTY, Grade VIII. | 550 00 |
| 1860 | EMILY E. CHADBOURNE, Grade VIII. | 600 00 |
| 1902 | HELEN A. WATERMAN, Grade VII. | 550 00 |
| 1904 | MARTA H. WHITMAN, Grade VII. | 550 00 |
| 1900 | EMMA M. GOODWIN, Grade VI. | 600 00 |
| 1905 | HARRIET L. SHELDON, Grade VI. | 500 00 |
| 1901 | ALICE B. HUMPHREY, Grade V. | 600 00 |
| 1904 | MARION P. SMITH, Grade V. | 550 00 |

REPORT OF SCHOOL BOARD.

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DEVENS SCHOOL.

| Year Elected. | Name and Grade. | Salary |
|------------------|---|------------|
| 1889 | SUSAN F. DRURY, Principal | \$1,000 00 |
| 1903 | LINNIE M. MOULTON, Grade VI. | 600 00 |
| 1898 | JEANETTE E. RUNNELLS, Grade V. | 600 00 |
| 1904 | BESSIE I. BERRY, Grade IV. | 500 00 |
| 1902 | ISABELLA HAY, Grade IV (Leave of absence) | 575 00 |
| 1905 | MARY E. CLAPP, Grade IV. | 500 00 |
| 1893 | ANNA BATCHELDER, Grade III. | 600 00 |
| 1904 | LAURA A. TRUE, Grade III. | 600 00 |
| 1902 | GRACE L. NARRAMORE, Grade II. | 575 00 |
| 1903 | LELIA A. BOOTHBY, Grade II. | 575 00 |
| 1901 | HELEN DOHERTY, Grade I. | 600 00 |
| 1904 | ESTHER FOGG, Grade I. | 450 00 |
| | IDA ROGERS, Assistant | |
| | MADELINE ZIMMERMAN, Assistant | |
| | SUSAN M. JORDAN, Assistant | |

FRANKLIN SCHOOL.

| | | |
|------|---|----------|
| 1886 | KATHERINE E. BURNS, Principal | \$650 00 |
| 1905 | EFFIE B. WALLACE, Grade IV. | 500 00 |
| 1903 | MABEL M. GARDNER, Grade III. | 550 00 |
| 1902 | FLORENCE E. DOWNING, Grade III. | 600 00 |
| 1903 | BLANCHE G. VARNEY, Grade II. | 550 00 |
| 1898 | EDITH M. HALL, Grade II. | 600 00 |
| 1905 | ALICE McCausland, Grade I. | 400 00 |
| 1901 | FLORENCE A. HOLMES, Grade I. | 575 00 |
| 1901 | ETHEL A. L. SILLS, Grade I. | 600 00 |

GLENDALE SCHOOL.

| | | |
|------|--|----------|
| 1894 | SUSAN H. WALLIS, Principal | \$850 00 |
| 1901 | MARCI A. YOUNG, Grade VI. | 600 00 |
| 1898 | BELLE MILLER, Grade V. | 600 00 |
| 1902 | MARIE DAGEMANN, Grade V. | 550 00 |
| 1900 | M. A. LORDEN, Grade IV. | 600 00 |
| 1901 | ELLA MAE GAY, Grade III. | 600 00 |
| 1901 | CAROLINE R. LITTLE, Grades III and II. | 600 00 |
| 1905 | MINA B. WALLIS, Grade II. | 400 00 |
| 1899 | GERTRUDE KIDDER, Grade I. | 600 00 |

EDWARD EVERETT HALE SCHOOL.

| | | |
|------|---------------------------------------|------------|
| 1895 | MELISSA E. ELDER, Principal | \$1,400 00 |
| 1895 | ALICE A. HALL, Grade IX. | 600 00 |
| 1894 | ABBIE A. SMITH, Grade IX. | 600 00 |

CITY OF EVERETT.

| Year Elected. | Name and Grade. | Salary. |
|------------------|--|----------|
| 1904 | GRACE M. BICKFORD, Grade VIII. | \$575 00 |
| 1900 | ELMA CLARK, Grade VIII. | 600 00 |
| 1902 | LELIA H. SMITH, Grade VII. | 575 00 |
| 1902 | VESTA E. CHADWICK, Grade VII. | 575 00 |
| 1900 | ALICE M. TEELE, Grade VI. | 600 00 |
| 1905 | NELLIE L. ROBERTS, Grades V. and VI. | 475 00 |
| 1901 | EDNAH A. WARREN, Grade V. | 575 00 |
| 1903 | ISABELLA A. PATTERSON, Grades IV. and III. | 500 00 |
| 1896 | GRACE P. HATCH, Grade II. | 600 00 |
| 1904 | BERTHA F. FLINT, Grade I. | 450 00 |
| | SYBIL G. BROOKS, Assistant | |

HANCOCK SCHOOL.

| | | |
|------|--------------------------------------|----------|
| 1898 | EMMA P. HARDING, Principal | \$650 00 |
| 1903 | MARY E. RICHARDS, Grade III. | 550 00 |
| 1898 | KATE H. LANDON, Grade II. | 600 00 |
| 1900 | ETHEL D. LOUD, Grade I. | 600 00 |

LAFAYETTE SCHOOL.

| | | |
|------|--|----------|
| 1894 | ESTELLE F. CAMPBELL, Principal | \$800 00 |
| 1904 | SUSAN B. GOULD, Grade VII. | 575 00 |
| 1901 | ALICE M. KYLE, Grade VI. | 575 00 |
| 1903 | LYDIA L. FARNHAM, Grade V. | 550 00 |
| 1903 | eva C. GODDARD, Grade IV. | 550 00 |
| 1903 | MARY H. BAKER, Grades III. and IV. | 550 00 |
| 1905 | I. LILLIAN COLLINS, Grade III. | 400 00 |
| 1902 | ELSIE MASON, Grade II. | 550 00 |
| 1903 | NETINA BISSETT, Grade I. | 500 00 |
| | JULIA F. FORDE, Assistant | 300 00 |

LINCOLN SCHOOL.

| | | |
|------|--|------------|
| 1904 | JOHN M. ROWELL, Principal | \$1,350 00 |
| 1897 | HELEN H. HARRINGTON, Grade IX. | 600 00 |
| 1905 | PAULINE BUCKMINSTER, Grade IX. | 600 00 |
| 1901 | GERTRUDE MCKELLAR, Grade VIII. | 600 00 |
| 1904 | GRACE M. WARREN, Grade VIII. | 575 00 |
| 1904 | MABEL BRITTON, Grade VII. | 500 00 |
| 1905 | CHARLOTTE E. HILL, Grade VII. | 500 00 |
| 1905 | A. LAURA HARDING, Grade VI. | 500 00 |
| 1892 | ADDIE S. MATHEWS, Grade V. | 600 00 |

HORACE MANN SCHOOL.

| | | |
|------|-------------------------------------|------------|
| 1902 | GEO I. BOWDEN, Principal | \$1,500 00 |
| 1898 | E. LUCILLE ALBEE, Grade IX. | \$600 00 |

REPORT OF SCHOOL BOARD.

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| Year Elected. | Name and Grade. | Salary. |
|------------------|---|----------|
| 1904 | ELLA P. NEWTON, Grade IX. | \$600 00 |
| 1900 | MARIE M. MCKENNA, Grade VIII. | 600 00 |
| 1895 | AGNES WESTCOTT, Grade VIII. | 600 00 |
| 1891 | MAE C. COPELAND, Grade VII. | 600 00 |
| 1905 | ALICE C. SMITH, Grade VII. | 500 00 |
| 1890 | LIZZIE J. PEASLEE, Grade VI. | 600 00 |
| 1894 | IDA E. LANGE, Grade V. | 600 00 |
| 1896 | N. LOUISE LANCEY, Grades V. and IV. | 600 00 |
| 1885 | MABEL E. BEERS, Grade IV. | 600 00 |
| 1892 | NELLIE M. SPARRELL, Grade III. | 600 00 |
| 1903 | NELLIE L. MOODY, Grade II. | 575 00 |
| 1902 | EDITH H. MATHEWS, Grade I. | 550 00 |
| 1902 | PHENIE L. DUGAR, Grade I. | 575 00 |

MT. WASHINGTON SCHOOL.

| | | |
|------|--|------------|
| 1892 | JENNIE E. WHITTAKER, Principal | \$1,000 00 |
| 1905 | BEULAH M. SANDFORD, Grade VI. | 550 00 |
| 1902 | E. LUILLA HUTCHINS, Grade VI. | 600 00 |
| 1905 | WILHEMINIA PATTERSON, Grade V. | 550 00 |
| 1905 | LILLIAN F. WORTH, Grade IV. | 550 00 |
| 1901 | EDITH F. RUSSELL, Grade IV. | 575 00 |
| 1903 | DESIRE HALL, Grade III. | 550 00 |
| 1893 | HANNAH P. CURRIER, Grade II. | 600 00 |
| 1903 | F. LOUISE BRADFORD, Grade I. | 550 00 |
| 1905 | EDNA E. DONNELL, Grade I. | 400 00 |
| | AGNES AYERS, Assistant | |

NICHOLS SCHOOL.

| | | |
|------|---|------------|
| 1894 | JOSEPHINE A. UPHAM, Principal | \$1,000 00 |
| 1905 | EDNA ROBERTS, Grade VIII. | 550 00 |
| 1904 | FLORA S. STERLING, Grade VII. | 550 00 |
| 1900 | HARRIET M. BROWN, Grade VI. | 600 00 |
| 1904 | EDITH A. LUCAS, Grade V. | 550 00 |
| 1896 | M. ELLA McCANN, Grade IV. | 600 00 |
| 1904 | LILLIAN G. HARRINGTON, Grade III. | 500 00 |
| 1903 | ELIZABETH B. MARSTON, Grade II. | 550 00 |
| 1900 | SUSIE L. BALKMAN, Grade I. | 600 00 |

WARREN SCHOOL.

| | | |
|------|--|------------|
| 1903 | A. M. SMITH, Principal | \$1,400 00 |
| 1901 | ANNA G. DOYLE, Grade IX. | 600 00 |
| 1905 | CORA A. STANTON, Grade VIII. | 500 00 |
| 1897 | EVA G. BROWN, Grade VII. | 600 00 |
| 1903 | ALICE M. WING, Grades VII. and VI. | 550 00 |

CITY OF EVERETT.

| Year Elected. | Name and Grade. | Salary. |
|------------------|----------------------------|----------|
| 1903 | HELEN A. FINN, Grade VI. | \$550 00 |
| 1903 | SARA I. GUERNSEY, Grade V. | 550 00 |
| 1903 | LENA M. LISCOM, Grade V. | 550 00 |
| 1904 | EMILY F. FINN, Grade IV. | 450 00 |

WEBSTER SCHOOL.

| | | |
|------|---------------------------------|------------|
| 1905 | FRANK P. WAGG, Principal | \$1,200 00 |
| 1899 | EMMA CLARK, Grade IX. | 600 00 |
| 1904 | J. VIDA SPEAR, Grade VIII. | 575 00 |
| 1901 | LAURA M. PEASE, Grade VII. | 575 00 |
| 1897 | JULIA G. STOCKBRIDGE, Grade VI. | 600 00 |
| 1898 | MARY MANNING, Grade V. | 600 00 |
| 1904 | JULIA M. CHASE, Grade IV. | 450 00 |
| 1900 | HELEN HARMON, Grade III. | 600 00 |
| 1900 | EDITH M. STEWART, Grade II. | 600 00 |
| 1902 | SUSIE M. FANNING, Grade I. | 550 00 |
| | LENA WALLACE, Assistant | 300 00 |
| | AMY W. BRADBURY, Assistant | |

WINSLOW SCHOOL.

| | | |
|------|---|----------|
| 1893 | MARGARET GIVEN, Principal | \$850 00 |
| 1901 | M. A. TARbett, Grade VI. | 550 00 |
| 1897 | PHILA J. WILLIAMS, Grade V. | 600 00 |
| 1901 | GERTRUDE E. DOWNING, Grade IV. | 575 00 |
| 1904 | HARRIET H. PEABODY, Grades IV. and III. | 475 00 |
| 1900 | SUSAN G. BAKEMAN, Grade III. | 575 00 |
| 1904 | EUGENIA A. CROSBY, Grade II. | 500 00 |
| 1873 | ALICE J. SPAULDING, Grade I. | 600 00 |
| 1903 | ELIZABETH E. GOODWIN, Grade I. and II. | 550 00 |

WINTHROP SCHOOL.

| | | |
|------|---------------------------|----------|
| 1898 | CLARA CLEMENT, Principal | \$700 00 |
| 1898 | GRACE HASKELL, Grade III. | 600 00 |
| 1897 | ISA M. JAMES, Grade II. | 600 00 |
| 1900 | EMMA A. SCHOFF, Grade I. | 600 00 |
| | GRACE L. SNOW, Assistant | |

SUPERVISING TEACHERS.

| | | |
|------|--------------------------------|------------|
| 1896 | ALBERT S. COLBURN, Music | \$1,400 00 |
| 1902 | GRACE ELLIOTT, Drawing | 800 00 |
| 1902 | RUBY M. HODGE, Manual Training | 800 00 |
| 1902 | NANNIE G. BURNHAM, Sewing | 450 00 |
| 1905 | FLORENCE G. BRAGAN, Sewing | 400 00 |

EVENING SCHOOL.

| | | | | | Salary per Evening. |
|---|--|--|--|--|------------------------|
| EDWIN A. HILTON, Principal | | | | | \$3 50 |
| MARIETTA CURRIER, Assistant | | | | | 2 50 |
| STEPHEN J. GILMAN, Assistant | | | | | 2 00 |
| GEORGE H. HOSMER, Drawing | | | | | 3 50 |
| JULIA F. FORDE, Stenography | | | | | 2 00 |
| FLORA G. EVEREST, Typewriting | | | | | 2 00 |

CITY OF EVERETT.

ATTENDANCE BY GRADES.

| SCHOOL. | TEACHERS. | No. Pupils Enrolled, exclusive of Re-enrollment. | | Average Membership. | Average Attendance. | Half Days of Absence. | Cases of Tardiness. | |
|--|---|--|---|---|--|---|---|---|
| | | BOYS. | Girls. | | | | | |
| HIGH Principal, | Wilbur J. Rockwood | 499 | 321 | 433.01 | 413.96 | 95.51 | 7,506 | |
| ADAMS Principal, Grade IV. Grade III. Grade II. Grade I. | Helen F. Jackson Daisy King Olivia M. Woods Agnes G. Dinslow | 42 50 49 68 | 18 19 16 33 | 37.17 37.275 36.01 49.97 | 35.92 36.551 35.22 47.61 | 96.64 98.05 97.80 95.30 | 489 292 311 924 | |
| | Totals..... | 209 | 123 | 86 | 160.42 | 155.30 | 96.80 | |
| CENTRE Principal, Grade IX. Grade VIII. Grade VIII. Grade VII. Grade VII. Grade VII. Grade VII. Grade VI. Grade VI. Grade V. Grade V. | J. W. Armington Frances W. Hamilton Emily E. Chadbourne Alice M. Doherty Helen A. Waterman Marta H. Whitman Harriet Davis E. Goodwin Alice B. Humphrey Marion S. Smith | 22 23 16 23 30 22 29 23 27 38 26 | 25 24 16 30 46.74 40.665 37.791 46.32 46.39 48.03 45.19 | 43.638 41.48 26.2 44.13 44.15 37.791 46.32 43.20 45.42 41.86 | 41.898 40.6 24.96 44.13 44.15 92.9 44.15 95.31 93.13 94.46 92.53 | 95.207 97.3 95.24 94.36 92.9 44.15 46.32 43.20 45.42 41.86 | 1,392 432 483 1,025 1,115 841 1,218 1,028 67 1,843 | 220 17 64 93 116 102 145 67 120 |
| | Totals..... | 446 | 216 | 384.65 | 364. | 94.6 | 9,377 | |

REPORT OF SCHOOL BOARD.

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| | | | | | | | |
|-------------|-----------|--------------------|--------|--------|--------|-------|-------|
| DEVENTS | Principal | Susan F. Drury | 38.186 | 34.085 | 96.87 | 428 | 7 |
| Grade VI. | | Linnie M. Moulton | 19 | 38.186 | 97.32 | 540 | 23 |
| Grade V. | | Beulah M. Sanford | 25 | 49.25 | 96.48 | 816 | 37 |
| Grade IV. | | Mabel A. M. Cox | 30 | 54.04 | 52.14 | 770 | 40 |
| Grade IV. | | Bessie I. Berry | 23 | 43.28 | 41.32 | 808 | 54 |
| Grade III. | | Florence L. Black | 21 | 48.30 | 46.26 | 871 | 23 |
| Grade III. | | Anna Batchelder | 27 | 51.54 | 49.33 | 95.71 | 25 |
| Grade II. | | Grace L. Naramore | 20 | 49.42 | 47.27 | 854 | 42 |
| Grade II. | | Lelia A. Boothby | 27 | 42.71 | 40.95 | 774 | 52 |
| Grade I. | | Helen Doherty | 26 | 51.84 | 48.85 | 1,169 | 56 |
| Grade I. | | Susan M. Fauning | 30 | 46.97 | 44.25 | 1,057 | |
| Totals..... | | 275 | 472.53 | 452.38 | 95.73 | 8,087 | 359 |
| 527 | | | | | | | |
| FRANKLIN | Principal | Katherine E. Burns | 41.26 | 39.13 | 94.84 | 826 | 42 |
| Grade III. | | Edith M. Hall | 25 | 19 | 37.73 | 35.92 | 35 |
| Grade II. | | Blanche G. Varney | 22 | 19 | 34.42 | 32.98 | 67 |
| Grade II. | | Florence A. Holmes | 41 | 12 | 53.27 | 50.91 | 547 |
| Grade I. | | Phenie L. Du Gar | 54 | 28 | 44.84 | 41.38 | 30 |
| Grade I. | | | 67 | 29 | | 92.28 | 37 |
| 247 | | 140 | 107 | 211.52 | 200.32 | 94.70 | 3,292 |
| Totals..... | | | | | | | |
| | | | | | | | 211 |

ATTENDANCE BY GRADES.

REPORT OF SCHOOL BOARD.

CITY OF EVERETT.

ATTENDANCE BY GRADES.

| SCHOOL. | TEACHERS. | GIRLS. | | BOYS. | | No. Pupils Enrolled, exclusive of Re-en- rollment. | Average Attendance. | Per cent. of Attendance. | Half Days of Absence. | Cases of Tardiness. |
|---|--|--|--|--|---|---|---|--|--|------------------------|
| | | Average Attendance. | Per cent. of Attendance. | Average Attendance. | Per cent. of Attendance. | | | | | |
| LAFAYETTE . Principal, Grade VII. Grade VI. Grade V. Grade IV. Grade III. Grade II. Grade I. | Estelle F. Campbell Susan B. Gould Alice M. Kyle Lydia L. Farnham Eva C. Goddard Mary H. Baker Elsie Mason Netina Bissett Carrie Carpenter | 38 51 43 51 60 42 35 78 | 15 22 27 29 30 20 21 38 | 23 29 16 22 30 22 14 40 | 33.11 44.1 40.86 48.45 53.77 39.39 31.22 63.18 | 31.2 42.17 39.43 45.91 51.17 37.30 29.45 58.59 | 94.39 95.6 96.55 94.82 95.21 94.60 94.43 89.81 | 741 751 559 528 1,020 1,828 678 1,683 | 15 29 42 34 49 33 37 69 | |
| Totals..... | | 398 | 202 | 196 | 364.06 | 336.22 | 94.82 | 6,788 | 308 | |
| LINCOLN . Principal, Grade IX. Grade IX. Grade VIII. Grade VIII. Grade VII. Grade VII. Grade VI. Grade V. | M. J. Howell Hellen H. Harrington Emma P. Harding Jeannette E. Runnels Gertrude H. McKeilar Lelia H. Smith Mabel Britton Louise Senter A. S. Mathews | 34 35 45 42 52 53 45 50 | 13 13 22 20 32 27 21 27 | 21 22 23 22 20 26 24 23 | 32.34 33.72 35.62 38.07 46.49 45.49 46.54 42.6 | 31.6 32.5 33.87 36.74 44.75 44.57 45.49 41.10 | 97.71 96.2 95.10 96.51 96.00 95.38 98. 96.56 | 283 479 686 507 704 535 414 599 | 15 12 33 14 17 27 19 36 | |
| Totals..... | | 356 | 175 | 181 | 320.87 | 310.62 | 96.85 | 4,207 | 173 | |

REPORT OF SCHOOL BOARD.

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| | | | |
|----------------|-------|--------------------|-----|
| HORACE MANN | Prin. | John W. Lillis | 888 |
| Grade IX. | | Ellen Lucile Albee | 24 |
| Grade IX. | 16 | 35.61 | 24 |
| Grade IX. | 26 | 41.7 | 19 |
| Grade VIII. | 26 | 44.94 | 6 |
| Grade VIII. | 26 | 43.24 | |
| Grade VIII. | 21 | 46.58 | |
| Grade VII. | 23 | 40.65 | |
| Grade VII. | 22 | 38.76 | |
| Grade VII. | 23 | 43.73 | |
| Grade VI. | 27 | 41.625 | |
| Grade VI. | 35 | 41.625 | |
| Grade V. | 22 | 48.98 | |
| Grade V. | 28 | 46.81 | |
| Grade V. | 23 | 44.37 | |
| Grade IV. | 23 | 42.72 | |
| Grade IV. | 29 | 42.72 | |
| Grade III.-IV. | 19 | 42.69 | |
| Grade III. | 30 | 40.74 | |
| Grade III. | 26 | 40.74 | |
| Grade II. | 39 | 39.79 | |
| Grade II. | 24 | 39.79 | |
| Grade I. | 30 | 40.03 | |
| Grade I. | 26 | 39.35 | |
| Grade I. | 46.56 | 39.35 | |
| Grade I. | 25 | 44.91 | |
| Grade I. | 17 | 35.54 | |
| Grade I. | 27 | 33.63 | |
| Grade I. | 17 | 30.93 | |
| | | 94.57 | |
| | | 715 | |
| | | 472 | |
| Totals..... | | 557.53 | 472 |
| | 697 | 586. | 472 |
| | 359 | 338 | 472 |
| | | 95.14 | 472 |
| | | 10,847 | 472 |

CITY OF EVERETT.

ATTENDANCE BY GRADES.

| SCHOOL. | TEACHERS. | No. Pupils Enrolled, excluding Re-en- rollment. | Average Membership. | Average Attendance. | Per cent. of Attendance. | Half Days of Absence. | Cases of Tardiness. | |
|-------------|--|---|--|--|---|---|---|--|
| | | | | | | | | |
| M'R. WASH'N | Principal, Grade VI. Grade V. Grade V. Grade IV. Grade III. Grade III. Grade II. Grade I. | 45 39 51 45 55 50 63 75 | 19 21 26 23 22 23 31 40 | 26 18 25 22 33 27 32 35 | 41.98 33.69 46.08 43.77 47.46 40.58 53.508 53.07 | 39.43 31.68 44.08 42.01 45.30 38.56 50.981 48.00 | 95.67 93.97 95.73 96.08 95.47 95.02 95.276 90.45 | 698 723 786 630 835 742 961 1,850 |
| Totals..... | ..... | 423 | 205 | 218 | 359.23 | 340.04 | 94.71 | |
| NICHOLS | Principal, Grade VIII. Grade VII. Grade VI. Grade V. Grade IV. Grade III. Grade II. Grade I. | 24 37 47 48 52 49 45 53 | 13 23 26 24 26 21 23 28 | 11 14 21 24 26 28 22 25 | 24.91 33.32 41.71 42.96 49.25 54.89 45.18 45.94 | 23.87 31.98 39.82 41.29 47.54 47.78 43.56 43.47 | 95.88 95.96 95.41 96.28 96.54 95.51 96.49 94.61 | 410 532 729 644 675 892 640 954 |
| Totals..... | ..... | 355 | 184 | 171 | 338.16 | 319.31 | 94.42 | 547 |

REPORT OF SCHOOL BOARD.

CITY OF EVERETT.

ATTENDANCE BY GRADES.

| SCHOOL. | TEACHERS. | BOYS. | | GIRLS. | | Average Membership. | Attendance Per cent. | Half Days of Absence. | Cases of Truancy. |
|--|---|--|--|--|--|--|---|---|--|
| | | No. Pupils Enrolled, exclusive of Re-en- rollment. | Attendance. | No. Pupils Enrolled, exclusive of Re-en- rollment. | Attendance. | | | | |
| WINSLOW . . Principal, Grade VI. Grade V. Grade IV. Grade III.-IV. Grade III. Grade II. Grade II. Grade I. Grade I. | Margaret Given M. A. Tarbett Phila J. Williams Gertrude E. Downing Harriet Peabody Susan G. Bakeman E. B. Marston Elgenia A. Crosby Elizabeth E. Goodwin A. J. Spaulding | 46 52 47 51 51 50 51 30 40 38 | 28 22 23 16 35 31 27 13 21 19 | 18 30 24 37.83 40.93 19 24 17 19 19 | 40.23 45.70 37.83 36.58 40.93 46.01 45.92 25.73 30.46 33.16 | 38.88 43.34 36.58 39.06 39.06 44.06 43.94 24.46 27.44 30.74 | 96.64 94.83 96.69 95.43 95.76 95.68 95.06 90.08 92.70 | 523 913 481 716 765 852 509 1,167 952 | 52 36 40 36 36 50 60 32 93 66 |
| | Totals | 405 | 200 | 205 | 345.97 | 328.50 | 94.94 | 6,877 | 465 |
| WINTHROP . . Principal, Grade IV. Grade III. Grade II. Grade I. | C. Clement C. Clement Grace Haskett Isa M. James Emilia A. Schoff | 57 65 67 83 | 23 38 34 53 | 34 27 33 30 | 47.05 49.63 52.37 65.68 | 45.79 48.07 50.68 62.76 | 97.32 96.84 96.79 94.30 | 17 35 55 56 | 434 480 655 869 |
| | Totals | 272 | 148 | 124 | 214.74 | 207.30 | 96.54 | 2,438 | 163 |

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